

# SOCIAL EDUCATION

OFFICIAL JOURNAL, NATIONAL COUNCIL FOR THE SOCIAL STUDIES

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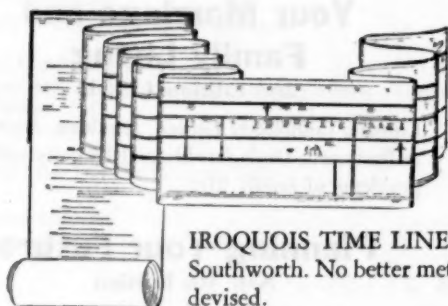
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## Editor's Page

### VARIETY

During the last week in January, while on a trip to New York, we had occasion to pass Madison Square Garden. The sight of a crowd of people lined up four abreast waiting to get into an exhibit of 1954 cars reminded us that the annual automobile show has come to occupy a place in American life similar to that of the World Series, the New Year's Rose Bowl game, and, we suppose, the Presidential elections.

We have as much interest as the next fellow in new models of automobiles and, for that matter, in any and all kinds of machinery. But, as far as the current showing of automobiles is concerned, we are also interested in the fact that each manufacturer is convinced that it is necessary and desirable to place on the market many different models in many different colors. The days of Henry Ford's famous "Tin Lizzie," which was intended to be all things to all men, are long since gone. The days in which, for many people at least, the assembly line was a symbol of the degradation of man's body and mind and spirit are also gone. Even in this age of mass production, Americans are finding ways to express their individuality. The great variety of motor cars is a case in point. The fears that the machine would reduce men to a common denominator, fears expressed so often and so forcefully during the 1920's, have happily failed to materialize. Despite the machine and mass production, the American scene remains a mosaic of almost infinite variety. And this, we think, is good.

### SELF EXPRESSION

Perhaps a better example of the average person's desire for variety and, in this case, for the opportunity to create, appeared in a recent study of "The Mass-Produced Suburbs: I. How People Live in America's Newest Towns" (*Harper's Magazine*, November 1953). In this article, the author, Harry Henderson, examines the post-war phenomenon so familiar to all of us—"the mushroom growth of large, rapidly built suburban developments."

"At first glance," he writes, "regardless of variations in trim, color, and position of the houses, they seem monotonous; nothing rises above two stories, there are no full-grown trees,

and the horizon is an endless picket fence of telephone poles and television aerials. (The mass builder seeks flat land because it cuts construction costs.)

"However one may feel about it aesthetically," Mr. Henderson continues, "this puts the emphasis on people and their activities. One rarely hears complaints about the identical character of the houses. 'You don't feel it when you live here,' most people say. One mother, a Midwestern college graduate with two children, told me: 'We're not peas in a pod. I thought it would be like that especially because incomes are nearly the same. But it's amazing how different and varied people are, likes and dislikes, attitudes and wants. I never really knew what people were like until I came here.'

"Since no one can acquire prestige through an imposing house, or inherited position, activity—the participation in community or group affairs—becomes the basis of prestige."

With this as a beginning, the author goes on to scrutinize many different facets of life in this new type of community which, like the automobile, is so typical of the Machine Age. The only point with which we are here concerned, however, is the revealing commentary on interior-decorating.

"The standardized house," Mr. Henderson observes, "also creates an emphasis on interior decorating. Most people try hard to achieve 'something different.' In hundreds of houses I never saw two interiors that matched—and I saw my first tiger-striped wallpaper. . . ."

### NOW THE SOCIAL STUDIES

What does all this have to do with the social studies? We suspect a great deal. If our conclusion is valid, the interest in new models of automobiles and in original interior decoration of mass-produced houses reflect a deep-rooted urge for individuality and for opportunity to create.

Those of us who teach the social studies should take this lesson to heart. We have abundant evidence, both from personal observation and from fairly extensive studies, that far too many youngsters find history and the other social studies dull and uninteresting. If this is true—and the facts force us to accept it as truth—then the fault lies

(Concluded on page 109)

# Iraq

Samuel Van Valkenburg

ON SUNDAY, November 23, 1952, Bagdad was the scene of a revolt which for a time threatened to endanger the lives of Americans and Europeans. Demonstrations led by students had already occurred the day before, but the demonstrations had been fairly orderly. On Sunday, well organized radical elements took over and mobs armed with sticks, stones, and guns marched through the streets. There was much destruction, including damage to the United States Information Service building and the office of the British-run Iraq *Times*. Police, before they disappeared completely, were attacked and murdered. For a few hours, Bagdad, the capital of Iraq and a city of more than half a million inhabitants, waited trembling for further developments. But in the late afternoon the army moved in—soldiers, tanks, and even cavalry, along with the chief of the Army.

General Nuriddin Mahmoud accepted the invitation of the Regent to form a new cabinet. On Monday there were still noisy demonstrations with mobs carrying the dead and waving banners with anti-western inscriptions, but the danger had passed. Martial law was declared and curfew announced from sunset to sunrise. The revolt was over.

Nevertheless, what happened did shock the western world. Here was a warning that the Middle East was fermenting, partly because of communist efforts inspired from behind the Iron Curtain. The following is an effort to formulate reasons for the unrest. It is a story which, with some changes, could be applied to other Arab countries.

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This discussion of Iraq was first given by Dr. Valkenburg as an address at the joint meeting of the National Council of Geography Teachers and the National Council for the Social Studies in Buffalo on November 28, 1953. Part of this article appeared in the January 1954 issue of *Focus*, a journal published by the American Geographical Society.

The author is director of the Graduate School of Geography at Clark University in Worcester, Massachusetts.

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## THE FIRST IMPRESSION

The first impression of Baghdad and of Iraq in general is quite disappointing for any one who expects either the glamour of the time of the Abbasid Khalifs or the efficiency of a modern city. Cairo, Ankara, and Beirut are in part western, and in their streamlined appearance are even quite impressive. Baghdad is still, to a large extent, the neglected Orient with some not always too successful efforts at modernization. It is filthy and it smells. Outside the main streets and the residential quarters with their modern architecture people live in poverty in mudhouses, roasting in summer with temperatures up to 120 degrees, and trying to keep warm in winter when the thermometer drops below the freezing point.

Principles of modern hygiene are sadly ignored. Dust covers the food and the drinks openly shown on the sidewalks or in the stores, and it sometimes happens that part of the water intended for drinking has been used before for other purposes. Mortality is high—even up to 80 percent for babies—and diseases, especially of the eye and skin, are everywhere in evidence. Miserable looking beggars make life unpleasant for the shoppers. The main hotels are fairly comfortable but the food is poor from a western point of view, and claims made in advertisements to the effect that the hotels are luxurious, unique, and superlative are, to say it mildly, without foundation.

The visitor is greatly annoyed by the bureaucratic red tape and the lack of efficiency. For instance, it took seven weeks to get a trunk from Basrah to Baghdad—a distance that several daily trains cover in 12 hours—and 26 officials had to sign the papers before the trunk was released by the railroad and custom authorities.

Strangely enough, most all of this is soon forgotten or perhaps taken for granted. The shift from a primitive Oriental world, which through centuries of foreign rule and neglect has lost its glitter, into a modern civilization is too difficult a change to be a success in such a short time. In fact, one experiences a picture of both elements highly tinted by the Iraqi himself who has remained friendly, hospitable, and courteous. He opens his house to you and shares the little there



is. He tries to express himself in English (few foreigners master Arabic), often with funny results. The newspaper boy who says goodbye when he greets you in the morning; the waiter who answers your "thank you" for a service rendered by saying "thank yourself"; and the roomboy who introduces himself by saying, "I am your chambermaid," are only a few examples of a constant source of pleasure. The red tape and the hours spent in offices waiting for a signature are softened by numerous cups of coffee or small glasses of tea, although after sitting somewhere waiting for an hour and a half, I was told, "If you are in a terrible hurry, why don't you come back later." All that is Iraq—the evil and the good, but the latter prevails.

#### THE IRAQ THAT WAS

The alluvial lowland of the Euphrates and Tigris rivers, so-called Mesopotamia, is supposed to have been the location of the Garden of Eden. The place has certainly all the attributes for that—fertile soil and a warm temperature which will grow almost anything provided water is available. And the water is available, either from the natural flooding of the rivers or, what is better, from planned irrigation works.

It is in this area that one finds evidence of earliest culture based on control of the river waters. Even now one looks with amazement at the evidence. There was the storage dam some 30 miles in length which made a huge reservoir between the Euphrates and the Tigris, serving at the same time as a water barrier against invasion from the north. There was the gigantic Nahrawan Canal—180 miles long, 400 feet wide, and 17 feet deep—which existed for over 3,000 years and provided water for the land east of the Tigris.

In this region the great empires of the past grew up—Sumeria, Babylonia, and Assyria—in a sequence of human progress interrupted by periods of stagnation and decay. It was later in Baghdad that early Islamic culture reached its peak when the Abbasid Khalifs made that city the center of art and knowledge. But that empire also collapsed, destroyed by the Mongols in the thirteenth century. Two hundred years later the Turks came and stayed till the end of World War I. When the Turks left there were only a few remaining remnants of ancient prosperity—silted irrigation canals and mounds of rubble where once cities prospered. The population was sparse and most of the people were miserably poor.

Only in a few spots where nature took care of itself were conditions better. In the south, for instance, around Basra, the incoming tides of the Persian Gulf force the waters of the Shat el Arab, confluent of the Euphrates and Tigris, to overflow their banks and so irrigate the world's largest concentration of date palms. In the north, along the foot of the mountains separating Iraq from Iran and Turkey, the winter rains are sufficient to permit the cultivation of wheat and barley on the level land, and the raising of grapes, peaches, apricots, and nuts on the valley slopes. That is the home of the Kurds, who often fought the Arabs to the south in bloody quarrels. But, otherwise, the land was either steppe or desert where Bedouin tribes wandered with their herds of camel, sheep, and goats in search of food, and where only a few oases with their palms and citrus trees broke the monotony of the plain.

Turkish officials lived in the small towns. Jewish merchants controlled most of the business in the bazaars. Roads were mere tracks, and it was not before the end of World War I that a railroad—the famous Berlin-Baghdad line—connected Iraq with the rest of the world. Schools could only be found in the larger cities; the overwhelming majority of the people were illiterate. A few of the upper class, the leaders of the later movement for independence, studied abroad, preferably in Istanbul or Paris. Disease checked any increase of population. The economy was stagnant while not so far away western Europe rose to its peak of industrial power. Baghdad, once a city of two million inhabitants, was now the home of a mere forty thousand people. As one writer put it, "Baghdad was the remotest as well as one of the shabbiest of the wilaiyats [provincial capitals] of the Turkish state."

#### IRAQ AT PRESENT

Look at Iraq now, thirty years later, and see the change. The area under cultivation has increased six fold, thanks to large barrages, new irrigation canals and ditches, and thousands of pumps along the rivers which supply water to the adjacent lowland. Two chief factors favor irrigation—one is the fact that in a lowland rivers bound by their natural levees flow above the surface of the land, which, of course, facilitates irrigation. The other is that the Euphrates and Tigris in turn differ in elevation and the flow of water between them is easily accomplished. At present, 25 percent of the potential cultivable area is under crops, but that percentage will increase when new schemes are finished. At the



same time, swamps are being drained and rice replaced by wheat and barley, which use less water. Salt encrusted soils are washed and put back in production. Eventually, every drop of available water will be used. In the experimental stations, better seeds and better livestock are being developed.

**M**EANWHILE, land reform is badly needed. Most of the agricultural land is in the hands of sheikhs and of the owners of the pumps. The tenant receives not much more than one fourth of the value of the crop he produces; the rest goes to the owner, or to the state, or is used for upkeep. As a result, the tenant is in debt (interest up to 30 percent) and, being unable to repay it, becomes even more dependent. In the words of one author, "The bulk of the land has come into the hands of a class from whom no leadership in agricultural methods can be expected and which is tyrannous, callous, and oppressive." This harsh statement is rather too general because there are many others much interested in the plight of their tenants, but often it is true. With an average income of about \$85 a year spent on simple clothing, low-grade tobacco, sugar, and tea, the farmer lives not far above the subsistence level and often below it. Crop yields are low, much too low for crops under irrigation.

To make all the necessary changes and improvements, a great deal of capital is needed. Fortunately—and this is the important point—the money is available, thanks to the profits received from the oil, profits which amount to 50 percent of the new income of the oil companies. The oil resources of Iraq are immense with reserves at the Kirkuk oilfield amounting reportedly to 1,000 million tons and those of the less well explored fields near Basra offering perhaps equal promise. Iraq's economy is, indeed, floating in oil, and if radical elements do not force nationalization of the fields, which would unavoidably lead to a sharp decrease (remember what happened in Mexico), the immediate future is assured.

The Iraq government wisely earmarked most of the oil money for economic improvement. It also created the Development Board on which Iraqi and foreign experts plan for the future backed by a capital of 600 million dollars for the next five years. There will be more dams and barrages, more irrigation canals, more land under crops, and better production methods.

There is, however, one point to be considered. The greater part of the money is used for a

better future. It will eventually solve the problem of poverty and make Iraq a prosperous and densely populated nation. But there is also the danger that the patient waiting for these benefits will die before that prosperity is reached. In other words, would it not be better to use a larger percentage of the money for immediate relief in the form of better housing, medical help, and improved education? The people are impatient. They want to see results, and for this reason the Development Board is not popular.

There are other things to be considered when looking at Iraq today. Isolation is a thing of the past. Roads connect it with its neighbors, and the quality of the roads is improving even if at present traveling by car over most of the country is a slow and not too pleasant process. A trunk railroad line leads to Turkey and beyond that to Europe. The airfields of Basra and Baghdad, stops on the lines from Europe to the rest of Asia and Australia, are among the busiest in the world. Industries are developing in the chief cities and the Baghdad skyline shows the smoking chimneys of factories using local raw materials. Schools, some of them with quite modern buildings, are increasing rapidly in number, although in many rural districts the children cannot afford to go to school. The many colleges in Baghdad will eventually be united in a single university. Foreign experts have been called to help in many fields—agriculture, fishing, engineering, medical service, and education. Baghdad is crowded with experts, and not all of them have been put to work because of lack of facilities.

**I**N THIS connection, it is interesting that Point Four is not popular at all in spite of the good work done by the specialists under the program. Many Iraqi regard Point Four as a gesture of charity toward a backward nation and are most sensitive about the situation. They would prefer to pay for the help they need and not receive it as a gift.

Meanwhile, young Iraqi are sent abroad to be trained, and in the near future no foreign help will be necessary. Everywhere there are signs of progress. Baghdad is growing rapidly and is again a large city spreading out on both sides of the Tigris. Most of the 12,000 owners of cars in Iraq seem to spend their existence driving up and down Rashid Street, the main thoroughfare, and because all of them toot their horns, Baghdad may be the world's noisiest city.

Of course, in their eagerness to go ahead, the Iraqi make their share of mistakes. Buildings

arise which are of no conceivable use. For instance, Baghdad now has a beautiful railroad station—but the railroads bypass it at a distance. An impressive gate with ancient Assyrian ornaments meant to be the entrance to a museum leads to a mudfield; the museum has not been built. The College of Arts and Sciences is housed in a building which in the United States would be regarded unsuitable for any kind of office, while, in contrast, streamlined grammar schools are found in many villages and small towns.

All this, however, is typical of the growing pains of a young nation. Not every change can be made overnight, and a great deal has already been accomplished.

**P**OLITICALLY, Iraq is an independent democratic state, a member of the United Nations.

Treaty rights given to Britain, extremely unpopular with the mass of the people, attach some strings to that independence, but for all purposes Iraq is free. It would be good to be able to say that Iraq is also democratic, but such is not the case. The government has been run by a rather small influential group, the well-educated upper class. From this group come the members of the various cabinets, which are generally of short duration, the average being about two a year. The frequent political changes are due not only to internal problems but also to foreign policy—the Iraqi point of view versus Great Britain and the West in general and Iraq's relations to the other Arab countries, with special reference to the problem of a possible federation with Syria and Jordan. Such a federation is strongly opposed by Egypt and Saudi Arabia, while the three countries involved in the plan cannot come to any agreement either.

Among the leaders of the group in power, one man stands out—Huri es Sa'id—the grand old man of Iraq who is either prime minister himself or the power behind the scene. The royal house, a branch of the Hashemite family, favors the present ruling group. This group is rather conservative, receives the support of the sheikhs and owners of large properties, and is generally supposed to be in favor of cooperation with the West.

The opposition parties accuse the government of bureaucracy, of lack of ability, and of corruption. Some of these accusations may be true, but through the years it has accomplished a great deal and it is doubtful whether any less conservative government could have done better. The

methods used to stay in power were not always commendable. The indirect system of voting strongly favored it, the opposition at times was not tolerated, and the papers of opposing parties were either censored or banned. Nevertheless, despite these difficulties, this rather benevolent type of party dictatorship could have been expected to continue for some time to come if another factor had not entered into the picture.

#### THE FUTURE

The new factor is the birth and awakening of a middle group. This is quite a mixed group. It contains many who have studied or are studying at the new colleges and who face after graduation an existence with low salaries in an inflationary economy. It includes the white-collar low-rank government officials who crowd the departments with little chance of promotion. To it belong many who work in stores, and also the workers in the industrial enterprises. It is, in other words, a class of young men (and some women) with different levels of intellectual background, and it stands out in sharp contrast to the farmer and Bedouin still accepting tribal rule.

This new middle group has youth and also brains, although its behaviour is not always based on rational considerations. It is strongly nationalistic. For the first time the idea of being an Iraqi prevails above the former feeling of being first of all an Arab. The group is impatient and, above all, extremely emotional. Most of the members are anti-British and anti-American. The feeling against the British goes back to the time of British control, a control that was efficient but not popular, to say the least. The anti-American sentiment has its roots in the role the United States played in the founding of Israel, a role the Arab world will not soon forgive. Anything done either by Britain or the United States is regarded with suspicion.

Although most of this group are merely liberals, there is a so-called socialist wing in which the influence of communist propaganda is increasing. The Moscow broadcasts day after day stress their desire for world peace and accuse the western nations of being warmongers. Some of this propaganda falls on fertile soil, especially as the reply by way of the Voice of America or the BBC is far less effective. Moreover, communist propagandists from Iran come to Iraq, sometimes in the disguise of Shiist pilgrims on their way to the holy cities of Kerbela and Najaf. The question of Shiist versus Sunni—both fractions of the Moslem faith anyway—enters into the picture. Iraq is almost

evenly divided between the two, with the Shiist living in the south having a slight majority. The Royal House, the government, and most of the ruling class are Sunni, like most of the other Arabs in the Middle East. The Shiist are chiefly concentrated in Iran, and radical principles from there can be easily brought into southern Iraq. It may be a minor point, but it has to be taken into consideration.

It was the communists who took over on that Sunday and pulled the strings without many of the demonstrators being aware of it. As a result of constant propaganda, many Iraqi, even those who are not communists, prefer the East above the West and actually believe they would be better off under Soviet rule than under what they call British and American imperialism. Most of that imperialism exists only in their own minds, and in order to give examples of it they have to dig into the past, but, as has already been said, the Iraqi, like others, is often emotional and does not always think rationally.

THE new middle group we are discussing wants recognition. It faced two barriers to its development, the fact that the Jews did run most of the business and that the government was limited to a selected upper class. The economic barrier collapsed when the Jews, 100,000 of them, were deported (of course, officially that word was not used) to Israel. The battle for political recognition is now in full swing. Within the group are various political parties each with its own platform. Differences between these political parties are rather small, however, and all of them except the most radical recently united in a request to the Regent for reforms, including direct elections, the partition of large land holdings, the end of corruption and a general raising of ability of government officials, and the end of any military or special political ties with the western world—in other words, strict neutrality in the world's conflict. The request has, as usual, no apparent result and brought about an atmosphere of discontent which exploded in demonstrations. The few real communists want much more, of course, but except for their efforts to change the demonstrations into a real revolt, an effort which for a time was quite successful, they work under cover because of lack of strength.

The middle group is concentrated in the few cities and is, even there, a minority. The number of demonstrators was probably not much above ten thousand, which is not large for a city of more than half a million people. However, revolutions

are generally run by minorities and often won by them, and for this reason the group we are discussing cannot be ignored. It was openly announced in other Arab countries that now it was Iraq's turn to overthrow the conservative government, a movement similar to those which swept through Egypt, Syria, and the Lebanon.

The big question is whether it is possible to make a change that will satisfy most of the middle class without bringing the radical elements into the foreground. The answer to this question is not easily reached. The government that was formed after the demonstrations of November 1952 was not a military government. It was, in fact, a stop-gap organization with the primary responsibility of preparing for the elections. To be sure, it took some immediate steps to pacify enraged feelings, steps which included a more liberal system of voting and a decrease in the prices of some essential food products. At the same time, it acted forcefully after the riots. The political parties were abolished and were required to apply again for permission to operate. Some opposition leaders were put in concentration camps, some rioters were arrested, and some students who took part in the demonstrations were dismissed. However necessary all this was, it did not solve any of the basic problems. The elections themselves were held on January 17 with the expected result; namely, that the group in power received a large majority of the votes. Two-thirds of the places were filled without opposition, and most of the candidates opposed to the government dropped out of the race seeing that it was useless to compete against shiekhs and landowners who still control the rural vote.

Time is ripe for a change. If the change comes by way of a revolt it may go further than planned, and Iraq may go the way of Iran—into chaos and, as a possible ending, into a communist-controlled state.

There is, of course, another possibility. Why not an evolution instead of a revolution? Why could not the young king, who picked up the guiding reins in May, take the first step and include in the government more liberal elements who are also acceptable to the opposition? Charles Malik, the Lebanese statesman who has done a great deal to explain the Arab world to the western mind, describes the liberals when he talks about people who have arisen from the masses, who therefore know and understand the situation of the farmer and the worker, who have a genuine sense of social responsibility, who despise dark-

(Concluded on page 124)

# Jefferson and Freedom

Frederick Mayer

IT CAN be said with a degree of truth that universality in knowledge is impossible in our complex civilization. Are not subjects becoming more technical all the time? Do we not advance in science by concentrating upon specific events? Does not general education often lead to vagueness and superficial generalization? Is not mastery of one subject better than a dilettante spirit in all areas of inquiry?

Yet the over-emphasis upon specialization is destroying the unity of our culture. Ortega y Gasset in *The Revolt of the Masses* notes that specialization produces the mass-man who is dominated by the gospel of vulgarity. Whitehead in his eloquent book *The Aims of Education* indicates that the goal of education is not the knowledge of history, or geography, or algebra, or geometry, but *life in all its complexities and dimensions*.

Specialization produces the type of scholar who sees only his own field, who does not appreciate the interrelationship of cultural institutions. In the modern world decisions have to be made which involve all of us as human beings interested in the survival of mankind. Note, for example, that atomic power has implications not only in physical science, but in medicine, biology, politics, economics, sociology, psychology, philosophy, and education. The great advances in physical science have often been accomplished by individuals from various fields cooperating in the solution of research problems. The same cooperative spirit, applied to the social sciences, may bring about a more solid foundation for the exploration of pressing social problems.

Universal culture in our time is not an impossibility as the life and thoughts of Schweitzer indicate. Schweitzer gained note in medicine, theology, music, philosophy, history, and many other fields. All his interests were unified by his moral

ideals and by his reverence for life. Universality in culture does not imply the encyclopedic spirit. We can know many facts about many subjects, and still be extremely ignorant. Rather, universality implies expanding interests in various fields, and a central concern which gives meaning and coherence to our striving. It is this central moral concern which contributed to the greatness of Schweitzer, who during his life tried to overcome the dualism between ideal and actuality.

## JEFFERSON'S VIEWS

Jefferson, like Schweitzer, achieved a unique depth of knowledge.<sup>1</sup> Scientist, statesman, philosopher, supporter of the humanities, educator, Jefferson ranks in history as one of the greatest leaders of mankind. He read prolifically such authors as Cicero, Lord Kames, Locke, Ferguson, Stewart, Ellis, Bolingbroke, Condorcet, Cabanis, Destutt de Tracy, Morellet, Demeunier, Aristotle, Plato, and Epicurus. He was never self-satisfied; until the last days of his life he was interested in self-improvement, in the expansion of his intellectual horizon. Like Locke he believed in the application of knowledge. He was a keen observer, as his letters reveal, and there were no apparent limits to the range of his interests. Unlike most scholars of his time, Jefferson expressed himself in an elegant, clear style which could be easily understood. He was sensitive to the beauties of nature, for he thought man learned as much from the contemplation of beauty as from intellectual studies.

The religion of Jefferson was extremely simple. He believed in one God, in immortality, and in a future life. The essence of religion was contained in the moral life of the individual; his heart, not his profession of faith, mattered.

Jefferson was certain that the vitality of Christianity had been undermined by theology. He was especially opposed to Calvinism. The doctrine of the Trinity appeared to him absurd; the over-emphasis upon faith could lead to superstition; the doctrine of predestination was a form of moral callousness, according to the philosophy

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In these trying times it is well to review, as the author has done, some of the beliefs and ideals of one of the truly great democratic leaders, Thomas Jefferson. Dr. Mayer is a professor of humanities at the University of Redlands in Redlands, California, and the author of a number of books.

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<sup>1</sup> Vossler, *Die Amerikanischen Revolutionsideale in ihrem Verhältniss zu der Europäischen, untersucht an Thomas Jefferson*.



of Jefferson. Would not the doctrine of predestination create a fatalistic viewpoint? What was the evidence for such a faith? How could it be supported by scientific research?

Jefferson believed instead in good works and in doing *justice* to one's neighbor. Salvation depended upon our motives and actions, not on a statement of dogmas. He believed in Jesus as a model for man, as one who had rescued morality, religion, and education from formalism.

Besides Calvinism, Jefferson was bitterly opposed to Platonism. Had not Plato based his philosophy upon mythology? Was not Plato an objector to freedom and individualism? Was not Plato an apologist for the militarism of Sparta? Plato and Jefferson represent different poles in philosophy. Plato was interested in universals, while Jefferson was a nominalist and stressed the specific aspects of life. Plato believed in the supremacy of metaphysics, while Jefferson believed in ethics as the most important subject of inquiry. Plato believed in authoritarianism, while Jefferson was the foe of every form of tyranny. Plato was pessimistic regarding the future of mankind, whereas Jefferson was *optimistic* regarding the nature and destiny of man. Yet both believed in the philosopher-king. Only the philosopher-king of Plato was a man who loved contemplation, who supported a dualistic standard of morals, and who accepted the authority of the state; whereas the philosopher-king in Jefferson was kindly and humane and interested in the improvement of society. As a genuine aristocrat, Jefferson believed that wealth demanded a sense of responsibility and a social conscience.

The ideal life to Jefferson was an existence dedicated to reason. How could it be achieved? We should cultivate, Jefferson asserted, a sense of serenity and calmness. We are to treasure those things in life which we can control. Education ought to convince us that fame, power, and material riches are transitory pleasures and that lasting happiness cannot be found through an escape to the idols of society.

As an optimist, Jefferson believed that we are naturally good and that we gain most by co-operation. The distinction between right and wrong is not artificial. *No society can exist permanently, which is governed by dualistic moral standards.* The same laws that govern individual behavior are to govern social behavior.

All these views have important educational implications. Jefferson felt that knowledge would create a rational faith for the individual, so that

he would look forward, rather than backward. Those who find perfection in the past only lead us to the darkness of the past. Are not most bigots guided by traditionalism? Is not excessive conservatism a sign of stagnation? Is not the present more significant than ancient times?

#### JEFFERSON AND EDUCATION

The school-master thus should be concerned with the improvement of the *present*. Before this could be accomplished, certain idols had to be destroyed. The foremost idol was the belief in infallibility in religion. A state religion meant to Jefferson a form of spiritual tyranny. Were not religious beliefs relative, rather than absolute? Was not religion a matter of subjective faith, rather than of social conformity? Separation of state and church thus was the basis of Jefferson's educational philosophy.

Another idol which he attacked sharply was the over-emphasis upon mere intellectual knowledge. While he had respect for intellectual powers, he made it clear that the mind depended on the body. He advocated that all individuals should exercise at least two hours a day. Physical education is to be stressed in the schools, otherwise the health of the nation will be undermined.

He felt that when education appeals to the few, it has a narrow and unstable basis. Democracy is to provide a genuine system of mass education. His suggestion for a new system of education included primary schools for each locality, and secondary schools, which both poor and rich could attend. Enough scholarships would be given to the poor so that talented students would receive the benefit of further education; and the creation of universities would promote research and teaching in the humanities and sciences.

Jefferson had a broad concept of education. It should include not just classical but also vocational subjects. While he had great admiration for Latin and Greek, he did not regard those languages as ends in themselves, rather as preludes to a universal, liberal culture. *The study of science he recommended for its capacity to discipline our mind and to control nature.*

As a vigorous critic of the education of his time, Jefferson made it quite clear that narrow knowledge was an obstacle to wisdom. He described how teachers in the academies possessed only a smattering of Greek and Latin, only a superficial knowledge of mathematics and astronomy, and yet they felt arrogant about their learning. Too often, education, according to Jefferson, alienated the student from an active life and



gave him the conceit of knowledge, when in reality his imagination was feeble and his judgment undeveloped.

Much of Jefferson's time was spent in planning the curriculum of the University of Virginia. It was to be a secular institution with complete freedom of inquiry. It was to stress the elective system, rather than a stereotyped curriculum. So suspicious was Jefferson of sectarianism that no chair for theology was provided at the University of Virginia.

His ideal educator was Epicurus. Did not Epicurus believe that the greatest enjoyment was that of the mind? Did not Epicurus stress the powers of science? Did not Epicurus emphasize the need for enlightenment? Had not Epicurus fought valiantly against superstition? Jefferson believed that mankind would have advanced more rapidly, if Epicurus, rather than Plato had been taken as a guide, and if education had stressed *right living* rather than dogmatism.

THE beginning of Jefferson's educational philosophy was skepticism. In a letter to Peter Carr he advised the latter to doubt everything, even the existence of God. For how could we achieve maturity without intellectual honesty? But doubt was never to be ultimate; it was to be a prelude to moral affirmation. The moral power of mankind was the source of its advancement; teaching about morality was less adequate than living in a righteous way. The professor, compared with the common man, often had a poorer moral judgment because he was led astray by rules and ethical conventions.

As a careful student of history, Jefferson felt that the past offered no consolation for education. The story of mankind so far had been one

of darkness, illuminated occasionally by the light of reason. *The American experiment in education was to produce a self-reliant society, able to live without absolutes and without dogmatism.*

Education to Jefferson was the *bastion* of democratic liberties. Primary education had the following objectives:

To give to every citizen the information he needs to transact his own business.

To enable him to calculate for himself and to express and preserve his ideas, contracts and accounts in writing.

To improve by reading, his faculties and morals.

To understand his duties to his neighbors, and his country, and to discharge with competence the functions confided to him by either.

To know his rights; to exercise with order and justice those he retains; to choose with discretion the fiduciary of those he delegates.

And, in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed.<sup>2</sup>

The educational philosophy of Jefferson rested upon his vigorous faith in equality. This did not imply that all men had the same capacities and the same talents, but all had *equal rights*. The only aristocracy was that of virtue and talents; the aristocracy of birth was a false one.

Democracy, in Jefferson's philosophy rested upon the will of the majority. Without an adequate system of education the majority would often be irrational and overcome by hysteria. Writing to James Madison, Jefferson remarked: "*Above all things, I hope the education of the common people will be attended to; convinced that on their good sense we may rely with the most security for the preservation of a due degree of freedom.*"<sup>3</sup>

<sup>2</sup> Jefferson, *On the Objects of Primary Education*.

<sup>3</sup> Letters to James Madison, December 20, 1787.

## VARIETY

(Continued from page 101)

with our methods of teaching rather than with the material itself, which is as rich and exciting as life itself, being, indeed, a record of life.

Perhaps we can agree that we need to give the students in our social studies classes a greater opportunity to stand apart as individuals and a greater opportunity to create. The recitation of material that every pupil in the class has been asked to memorize is surely not the way to do the job. This is, indeed, mass production in educa-

tion. In contrast, we have social studies classes that send youth into the living community to explore and to learn, and beyond the textbook into the library to live at least vicariously the great and exciting moments of human endeavour.

Young people, like all people, need to think of themselves as individuals. They need to live creatively. The social studies must help to make this possible. Otherwise, they will have little if any lasting influence.

# Social Studies in the High School

Eunice Johns

FOR some years the Curriculum Committee of the National Council for the Social Studies has been developing a series of publications on social studies programs at the various grade levels. The publication of *The Social Studies in the Senior High School: Programs for Grades Ten, Eleven, and Twelve* completes the series from the kindergarten through the junior college.<sup>1</sup> Following the pattern established in other volumes, *Social Studies in the Senior High School* emphasizes practical suggestions for teachers and others who are engaged in trying to find ways of improving existing programs.

An examination of the theory and practice of promising secondary school programs in the social studies reveals certain common elements. The identification of these common elements is the task to which the authors of this bulletin have addressed themselves. Part One, written by Howard H. Cummings of the United States Office of Education, surveys the present status of the social studies in the secondary school and points out the necessity for new approaches by social studies teachers and curriculum makers. Part Two, written by Joe Park of Northwestern University, analyzes the objectives of the social studies in terms of the needs of adolescents and the needs of society in this mid-century period.

Part Three, the longest section in the volume, describes six selected programs of social studies instruction. These programs represent a wide geographical distribution, variation in the size of the school system, and differences in the approach to education in the social studies. Readers will find illustrations of a core program, traditional subject organization with emphasis on contemporary problems, integrated courses, problem-solving approach, group-process techniques, social studies laboratory, topical and topical-chronological organization, and various other examples of present-day practices.

In Part Four, I. James Quillen of Stanford

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The editor of the National Council's latest curriculum bulletin prepared this brief outline for the readers of *Social Education*. Miss Johns is a high school social studies teacher in Gary, Indiana.

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University provides a synthesis of the earlier portions of the bulletin in a section entitled, "The Improvement of Social Studies Programs for High School Youth." He makes frequent references to practices described in the section on illustrative programs, and enumerates criteria for evaluating the social studies program. He also includes specific suggestions for achieving the objectives in the three basic courses in the senior high school social studies program.

The final portion of the volume is bibliographical, and was prepared by William B. Fink to help readers who wish to follow up some of the ideas presented in other portions of the publication. The bibliography is carefully annotated and highly selective. Not only does it refer to books describing present practices, but it will serve to acquaint the reader with some frontier areas where practice has not had time to implement theory.

Both the content of *The Social Studies in the Secondary Schools* and the constructive approach of the contributors are well expressed by I. James Quillen in the concluding paragraph of Part Four of this publication: "The social studies teacher can do much to improve social studies instruction in the senior high school. He can begin to make improvements in his own classes and he can work with other teachers and school administrators to improve the social studies program in the school as a whole. The task of the high school social studies teacher is to develop in youth the understandings, ideals and competence that will enable them to maintain and improve the American way of life in a world in turmoil."

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<sup>1</sup> The five books in this series have been published by the National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Eunice Johns, editor, *Social Studies in the Senior High School: Programs for Grades Ten, Eleven, and Twelve* (1953), \$2.00.

Mary Willcockson, editor, *Social Education of Young Children: Kindergarten and Primary Grades* (1953), \$1.50.

Loretta E. Klee, editor, *Social Studies for Older Children: Programs for Grades Four, Five, and Six* (1952), \$2.00.

Julian C. Aldrich, editor, *Social Studies for Young Adolescents: Programs for Grades Seven, Eight, and Nine* (1951), \$1.50.

William G. Tyrrell, editor, *Social Studies in the College: Programs for the First Two Years* (1953), \$2.00.

# The St. Lawrence Seaway: A Fourth Grade Project

Ellen Hathaway

THE fourth-grade room at Ferris School was all in order when a knock at the door announced the arrival of an expected visitor. John, who had been elected "governor" by the class, hurried to the door to admit Mr. Edward Walker, a former City Planner of Detroit, who had come to see and hear what thirty-one young Americans were doing in their enthusiastic promotion of the St. Lawrence Seaway.

"Governor" John introduced Mr. Walker to the class and showed him to a chair. "We are in the midst of our Seaway meeting," John explained. "Would you care to join us? We are writing letters to some of the Senators. We really should get back to our meeting so you may become informed on our project. I'd like to present our chairman Laddie Hudson."

"How do you do, Mr. Walker," said Laddie. "Our meeting is about to continue." Banging his gavel for order, he said, "The Seaway Association will now come to order. Governor, will you join us in a moment of silent prayer?" After the interval, he went on, "We have called this meeting to write letters to some Senators, to read certain newspaper clippings, and to inform our guest about the problems of the Seaway."

Then Kenneth rose to his feet and said, "Mr. Chairman, I move we have an open discussion so Mr. Walker can learn the facts and activities regarding our Seaway Association."

"I suggest," Herbert interrupted, "that Kenneth restate his motion, so we can start from the beginning and tell how we formed the Seaway Association so Mr. Walker can become better acquainted with the subject." Nick seconded the motion.

"All in favor, raise their right hand; all opposed raise their left hand," Laddie went on. "The motion is carried. Who would like to begin the discussion?"

## THE PUPILS RECALL HOW THE PROJECT STARTED

Johnny explained that they had been making a study of Cadillac, how he came up the St. Lawrence to Montreal and across Canada to Michigan. Then one morning their teacher had suggested that they study the St. Lawrence Seaway problem.

Darleen recalled that they had not been too interested at first, but they had promised to try it.

David Turner had asked, "What is the Seaway?" They had gone to their *World Book*, their wall maps, and their geography books. They had been quite impressed to learn that the Seaway would include the five Great Lakes and four rivers.

Dolores and Bertha remembered that they had set up a special bulletin for the newspaper clippings that began to pour in. David's mother had sent them the *Inside Michigan* magazine. Georgianna had read how good iron ore in Duluth was running low, that it might not last more than five years, and that Canada had just opened a huge iron mine in Laborador which could supply our blast furnaces in the Middle West for many years. This information had led the pupils to the conclusion that Canadian iron ore moving through the Seaway would help to keep the blast furnaces and manufacturers of the Middle West busy for many years to come.

Don told their guest how they had become interested in the study of boats. They had heard that Captain Joseph Johnson on the *J. T. Wing* knew a lot about ships. They had paid him a visit and he had taken them aboard his ship. There they had seen exhibits of dugouts, birch bark canoes, models of barges, freighters and old ferry boats. Naturally, Captain Johnson was for the Seaway. He had showed them a scaled model of the Seaway and the water levels of the Great Lakes.

"On the way home," David Kerns explained, "We were talking about the Seaway, and Governor John suggested we make boats. We went to the basement and found some scrap wood and then went to work. Our difficulty was that we

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Mrs. Ellen Hathaway, to whom we are indebted for this report of a worth-while project, teaches the fourth grade at Ferris School in Highland Park, Michigan.

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had to saw the boards by hand, and it was hard work to get them even." From then on the boys had made more and more boats and had put them on exhibit.

It was John Harper's idea that they form a club. Laddie and Darleen thought of membership cards right away, and Basil suggested that it should be called the Seaway Association. Putting it to vote, the motion went over unanimously. President and secretary were elected and a constitution was written.

(At this point, Darleen read part of the new constitution to their guest, Mr. Walker. "The purpose of the Seaway Association," she read, "is to help win the Seaway for Defense and Trade. The rules are: to write letters, talk to people, and do whatever we can to help win the Seaway.")

Steve took over next to explain that a discussion of salt, limestone, copper, and iron in Michigan had reminded them of exporting, and exporting had reminded their teacher of the Harry M. Robins Export Company. This led to a visit to the company's office. "How will the Seaway help you to get your products in and out of Michigan?" Judith had asked Mr. Robins.

"I can ship things cheaper, and the people will pay less for their products," Mr. Robins had told her. "I will get more business. That's how it will help me." He had presented the boys and girls with foreign stamps from countries throughout the world, and had advised them to write to their Congressmen right away.

"The next day," Karen added, "we followed Mr. Robins advice and mailed dozens of letters to our Senators, ninety-six in all."

#### EXPLAINING THE MINIATURE SEAWAY

"Couldn't we explain our miniature Seaway to Mr. Walker now?" Louise wanted to know. From the expression on all their faces, Mr. Walker could guess how proud they all were of their achievement. They had discovered that if they were going to build a Seaway they should use real dirt and water. David had dumped a part of his father's back yard into the long steel pan in the school room. Then they had moulded the dirt into the shape of the Seaway, and had lined the whole model with cement so they could float their boats on real water. The wall mural had also taken a lot of planning.

This interested Mr. Walker especially. "How did you manage to draw this gigantic map?" he wanted to know.

"We measured our small map," Linda explained, "and we multiplied it nine times to get

it this size. We took turns outlining it on the floor, and sketched in all the lakes, rivers and states with white chalk." They agreed that it was hard work but well worth it.

Last of all, they had painted the model and put on the finishing touches, which were four grain elevators, an open-pit mine, fifteen two-dimensional boats, a few factories, and several power plants. The school windows represented the Atlantic, under which they had indicated the undersea world represented by seaweed, sharks, many octopuses and whales, together with submarines weaving their way among them. And above, on the surface of the ocean were the freighters, passenger ships, and other vessels entering and leaving the mouth of the Seaway.

In the course of a few remarks of appreciation and admiration for their work, Mr. Walker happened to mention the locks. From the puzzled expressions on their faces and the random questions which they asked, he found the subject of locks was bothering them immensely. As a result, he offered to build a model for them which would explain the subject clearly. He promised to return with the completed model a month later.

Before their guest left, Dolores Rhodes presented him with the third edition of their "Facts Book." When he questioned them as to how they happened to prepare it, they explained that one day just in fun they had started to make up problems about the Seaway. Then, during a Seaway meeting, they had voted to put the problems together and make one big Seaway book. They had designed the cover and named their book, *Solve the Seaway Arithmetic Problems*. Now they were mailing copies of it to Senators and other influential people.

"Perhaps," Mr. Walker remarked, "You will tell me how the Seaway bill will be paid."

"Oh yes," Carmella replied. "May I read you two or three facts on this subject? 'The Seaway costs will be 800 million dollars. The cost of the Seaway will be repaid to both Canada and the United States Government in tolls and power receipts. The whole Seaway bill will be paid off in 52 years.'"

TRUE to his promise, Mr. Walker returned within a month, bringing with him the model he had made of the latest Soo Lock. It was really an oblong box 20 inches by 14 inches by 4 inches. On the right side was St. Mary's Rapids. The rapids were painted white over lake blue to show how the foaming water went over the rocks. On the left side of the box was the lock



itself. Mr. Walker built the Canal at the left of the rapids as they had done in the Soo. The land which separated the canal from the rapids was painted green. The lock was built to scale and painted blue. Mr. Walker explained to the whole class how the lock operated.

"Now at last I understand," Rene said. "First a boat enters the lock from Lake Huron and the great gates close right behind it. The blue board representing the water rises slowly by mean of parallel bars which I can push together to bring the water level up to the point meeting Lake Superior. When the water is top level, the gates on the Superior side open and out goes the boat." Rene's classmates were all interested to know that the one-half inch stick beside the locks represented the comparative height of a six foot man and that the actual size of the lock is 1,350 feet long, 80 feet wide, and 25 feet deep.

"We should now tell Mr. Walker about our letter-writing project" suggested Dennis. (Mail had been coming in from Washington every day in answer to the many letters the boys and girls had written.) They explained to Mr. Walker that they had first identified themselves as members of a fourth-grade class who were working hard to further the cause of the St. Lawrence Seaway. They stated their reasons why they believed Michigan and all the Middle West needed it. They enclosed membership cards, which they had made themselves, to their own Seaway Association and asked the person to whom the letter was addressed how he stood on the project. Now they wanted to read parts of a few of the answers received.

Marcia ran for the letter file and distributed some of the letters to those classmates who had expressed a desire to read the letters they had received.

Basil's letter from Senator Homer Ferguson said in part:

I am very glad to know that you and your classmates are taking an interest in this important project. I fully agree with you that the Seaway should be built at the earliest possible date and I am doing everything I can to get it approved in the Senate.

Edward Martin's letter was read by Dolores Tynes:

In my part of the country we are opposed to the St. Lawrence Seaway, probably for the same reason that you favor it, except that it would take business from us.

Jay read a part from Ernest McFarland's latest letter:

I am sending you a pass to the Senate, and hope that you and the other members of your class will get a chance to visit Washington sometime soon.

Georgianna read from a letter received from the St. Lawrence Waterway Association:

The Great Lakes St. Lawrence Waterway Association is honored to have you and your schoolmates as members of our organization. In view of your interest in the Seaway project and the enthusiastic support you are giving it, we have resolved to extend to you honorary membership in our organization. If you will send us the names of your schoolmates, we will be glad to mail them our membership cards.

Senator Saltonstall wrote Nancy the following:

I want you to know that I am anxious to see that we make the right decision regarding the Seaway, and for that reason I hope that before any vote is taken on it we will all consider very carefully the arguments, both for it, and against it. As American citizens we have a duty I feel, to look at both sides of every important question. Only in that way can we do what is best for the country, and that, of course, is what we are all most interested in.

As Mr. Walker rose to take his leave, he thanked the boys and girls for his "Facts Book" and his membership card. Then he paused for a final question, "I'd like to know what feeling you have personally toward your study of the Seaway," he said.

"It has been a year of fun and joy for me," said Sharon. "It means work and play together," Marcia declared. "I talk it day and night," said David Schell. "I know I can do bigger and harder things next year, for I have learned how," Barbara volunteered.

And then came from all sides of the room, "I'm proud that I have done something for Michigan," "The Seaway means I am doing a job," "I feel I am a citizen and that the Seaway is a good thing," "I'll never forget the Seaway all my life and I know I am a part of my class too."

As Mr. Walker left, the members of the Seaway Association called out goodbyes to him and thanked him for his interest in their project.

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The good citizen of today needs social understanding, social sensitivity and social skills—skills in thinking, skills in communication, skills in participation. Active and effective citizenship . . . forms slowly as understandings grow, attitudes mature, and skills develop. (Quoted from *Skills in Social Studies*, the Twenty-fourth Yearbook of the National Council for the Social Studies, 1953, p. 5-6)



# Hints for Beginners—and Others

James K. Anthony

**T**HIS is a plea to educators who are tired of having their students habitually go to sleep in their classes to do something to remedy this lethargic situation. When was the last time you told a joke to class? How long has it been since you showed a motion picture or brought to class a newspaper clipping or an illustrated magazine article to get your point across? How many bulletin boards do you regularly supply with current or unusual information? When are you going to invite that guest lecturer to discuss that problem with which you are so miserably laboring without success?

If students are encouraged to remain awake both mentally and physically, then it is conceivable that they are aware of what you are saying and, you hope, will remember the important points. Therefore, why not make your classes colorful? Recall an anecdote that will neatly bridge the gap from one monumental statement to the next.

One technique the author has employed with what has appeared to be considerable success is to involve a mythical uncle in humorous situations. No one is offended by such a situation and the students enjoy and benefit from these exposures of human foibles. Of course, when the interest of the class is quickened by this or any device the good teacher will use this opportunity to stress the point under discussion.

Another way to hold the students' interest is by stimulating class discussion and debate. Ask one student a question, and if his answer is wrong or partially wrong, do not admit it but ask another student if he disagrees or agrees with the first answer. Now you have a good old-fashioned argument in the making. And, when all important aspects of the problem have been explored, bring the discussion to a close by summing up the major points in the discussion.

Audio-visual aids should not be neglected. Newspapers and magazines contain illustrative

material that can be used to supplement almost any course that is taught in elementary and secondary schools and even colleges. And then there is the old standby—the motion picture. Coupled with this is television, a new type of educational aid that can be brought into the classroom, in a relatively few instances directly, in most instances by way of the home. The enterprising teacher can, if he is slightly familiar with cameras, make color slides to use with his own course of study.

Field trips are also important. It is surprising how invigorated one becomes when he leaves the staid atmosphere of the academy.

Some authorities hold that an educated man is one who is an authority in his particular field and is perfectly at home in all others. Not many individuals reach this peak of perfection. Most of us have something less than the encyclopedic information of the venerable Aristotle. If your course happens to overlap another field, why not be honest with yourself and call in a qualified guest speaker. Quite apart from other obvious reasons for this procedure, is the fact that the students will appreciate a new face and a new voice in the classroom. If you have any doubts about this, try a lecture in one of your colleague's classes and compare the rapport of your class and your colleague's class. Variety is truly a welcome spice.

The above remarks have come from the varied experiences of the author who began his teaching career as an omniscient lecturer, reserving the spotlight for himself. After all, *he* was the teacher. But the results (you guessed it!) were pathetic. Imagine the consternation of the author and the confusion of a class in geology when he tried to describe a hanging valley. The author feels to this day that the valley was not the only thing left hanging. Pictures of hanging valleys which would have solved the dilemma were available in several supplementary textbooks—and one such book was in the author's own library!

If, as a teacher, you would delight in having an interesting and colorful classroom, then it is up to you to bring the interest and the color to it. This is only part of the job of a good teacher, but it is an important part and it should not be neglected by the beginner—or, for that matter, any other teacher.

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The author of this brief article is a teacher of geography at Southern University in Baton Rouge, Louisiana.

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# What Is Happening in the Social Studies: II

William H. Cartwright

THE first article in this series was devoted largely to a refutation of certain charges levied against the public schools in general and the social studies in particular. This article summarizes developments that are taking place in the social studies. The extent of these developments varies from school to school and teacher to teacher. Some of them have been carried much further than others, but in the writer's opinion all of them are significant.

## CHANGES IN PURPOSE AND CURRICULUM

In the first place, there are some changes in the purposes for which we teach. Without placing less emphasis on citizenship education and subject matter, we are paying more attention to the individual children in our classes. The typical social studies teacher of today knows somewhat more about the abilities and interests of his students than did his counterpart in 1900. He is not less concerned with facts, but he is more concerned with understanding these facts. He is not less concerned with knowledge, but he is more concerned with skills such as distinguishing between fact and opinion, making generalizations, and making inferences from established generalizations. He is not less concerned with patriotism, but he is more concerned with useful activities in the community. He is not less concerned with understanding the United States, but he is more concerned with understanding the world. He is not less concerned with the generalizations applicable to world society, but he is more concerned with understanding how these generalizations work out in the community in which the children live.

In addition to changes in purpose, there are some visible changes in the curriculum. Most of these result from expansion rather than contrac-

tion. The visible evidences of contraction as compared with the situation a generation ago seem to be that English history as such has disappeared from the high-school curriculum and ancient history as such has almost disappeared. In the elementary school there seems to be less emphasis on geography as a separate subject, although in those rare places, like the State of Maine, where the geographers are joining the social studies movement rather than fighting it, the reverse may be the situation.

Greater change has come within traditional courses than by drastic change in curriculum organization. Thus, while United States history has grown both in the amount of time devoted to it and in the number of students studying it at all levels, its nature has changed. Far greater attention is given to social and economic matters than was heretofore the case. More attention is given to the common man. More attention is given to international relations. These changes seem to be in accord with the changes in our society. It should be noted that because of the lengthened courses and lengthened textbooks, the change has not been at the expense of the amount of attention given to political history. Although the amount of attention to military history has declined, the proportionate amount of attention given to the War for Independence and the later struggle between the states has remained fairly constant.

The world history course has, in effect, replaced the older courses in ancient, medieval, and modern history. And, like the American history courses, it has given increased attention to non-political matters and to the common man. In recent years it has also expanded to give far more attention than formerly to the world outside western Europe and the United States. Thus, our students are studying more about Latin America, the British Commonwealth, the Soviet Union, and the Far East than did their parents. There seems reason to believe that the Old World backgrounds course in the elementary school is undergoing similar changes. Through the course in

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In this, his second and concluding article, the author summarizes current developments in the social studies. Dr. Cartwright is chairman of the department of education at Duke University in North Carolina.

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problems of democracy and through changes in the courses in American history, government, economics, and sociology, the typical high-school student of today gives more attention to the world in which he lives than did his parents or his grandparents.

A notable curricular development has been the extension downward of social studies into the primary grades. Here, at a level where the separate social studies were never taught and could not be understood, more and more attention is being given to society in terms and experiences which have meaning for little children.

Another development of real note in the field of curriculum is in the manner of its planning. Formerly, courses of study were dictated by national committees or state departments, or school administrators, with little or no participation by the teachers themselves. It is rarely, today, that a course of study is planned without the active participation of teachers. Moreover, it is not uncommon for teachers to have considerable freedom to deviate from the course of study in the interests of the community in which they teach, the particular students within their classes, and current developments. It should be noted that enlightened teachers frequently share this privilege and responsibility with their students.

#### CHANGES IN MATERIALS AND METHODS

Notable changes have come in the materials with which we teach the social studies. Our textbooks are more accurate, better adapted to their readers, fuller in their treatment, more richly illustrated, and better organized than any the world has ever seen before. In addition to this, the modern textbook writer and publisher assume that the textbook is not adequate by itself. They not only encourage teachers to use a wide variety of materials and provide rich learning experiences, but facilitate these actions with well-chosen suggestions. There is not space, and probably there is no need, to point out the vast improvement in our other instructional materials. These include more and better reference books; current events materials for school use; pamphlet materials to help the teacher who builds her own units or expands those in the course of study; maps, globes, and atlases such as our grandparents never saw in school; moving pictures, skillfully prepared for classroom use; filmstrips, slides, and recordings, likewise especially prepared for use in social studies classrooms; and many others.

Closely akin to materials of instruction are the

methods by which they are utilized. Although a great many teachers are following as closely as possible methods prevalent fifty years ago, it is increasingly difficult to ignore the discoveries of the past generation. Even the use of the materials just referred to requires a considerable adaption in procedure. The textbook teacher who follows the modern textbooks is a very different teacher from those to whom he went to school. For, as was said before, authors and publishers of modern textbooks do their best to force the use of a wide variety of materials and teaching procedures. Although the so-called textbook method and the so-called lecture method remain common, increasing thousands of students are learning also through interviews, field trips, panel discussions, socio-drama, and the use of the new materials.

Important changes are taking place in the field of evaluation. We are learning to construct better examinations of subject-matter mastery and to use them more wisely. But we are also learning to evaluate attitudes and behavior. I say that we are learning, because we have a long way to go in this field. But it is significant that some experts are doing research along these lines and that many teachers are a growing awareness of the problem.

#### WE HAVE BETTER TEACHERS

Of course, all these improvements could not have taken place and would not be taking place had there not been a great improvement in the qualifications of social studies teachers. Many as are the complaints made about certification requirements, those requirements are now guaranteeing at least a minimum of preparation in the subject to be taught, in the application of the principles of learning, and in familiarity with modern materials of instruction. The evidences vary somewhat from state to state, but the pattern is largely the same. I can remember when Minnesota first forbade high school teachers to teach outside their major or minor fields. Two years ago, I heard the state superintendent of public instruction in North Carolina say that when he started teaching in that state, the teachers in his county had on the average less than a tenth of a year of college training. It has been many years now that North Carolina has required the bachelor's degree with specific preparation by grade level and subject for any teaching certificate.

Not all of the change has been brought by certification requirements. Local communities have

*(Concluded on page 127)*

# Crossroads of Negro Thought: 1890-1895

Jack Abramowitz

EARLY in 1895 a young Negro living in New England journeyed to Providence, Rhode Island, to seek the advice of the aged Frederick Douglass, who was visiting that city. As the interview drew to a close the youth asked: "Mr. Douglass, you have lived in both the old and new dispensation. What have you to say to a young Negro just starting out? What should he do?" The patriarch lifted his head and replied, "Agitate! Agitate! Agitate!"

In 1899 the same youth posed the identical question to Booker T. Washington, who answered: "Work! Work! Work! Be patient and win by superior service."

## DIVISION IN THOUGHT

Apocryphal or otherwise, this story reflects the division in Negro thought in the 1890's. On the one side were those who urged a militant, relentless struggle for the retention of civil, political, and economic rights gained during Reconstruction, and on the other side were those counseling moderation, retreat, and accommodation to the desires of the dominant whites of the South.

The 1890's were a time of change and challenge as the United States poised on the threshold of a new national experience, and Negroes, too, were caught up in the spirit of the great movements of the time. The old, solid Republican allegiance of the 1870's was badly shaken as sections of the Negro electorate joined with Greenbackers, Populists, and political independents to move to the very edge of victory against the southern Democratic machine. But this grasping for a new way was not universally accepted as many Negroes looked askance at white supremacist

tendencies in certain Populist quarters and resolved to seek improvement of their lot through pressure on the Republican party. There was much confusion in the political outlook of Negroes, and the introduction of legal restrictions, of Negro voting after 1890 tended to create more problems by paving the way for certain leaders who argued the advisability of completely forsaking politics.

Along with these political developments a new consciousness was growing in Negro life, a sense of awareness of the African heritage and the ties to the past. To a degree this reflected the rise of the new Negro intellectuals who recognized the need for a pride in the past to sustain their people in the travail of the present, but the interest in Africa may also be regarded as arising from the very persistent attachment of a spirit of Negro nationalism to the Negro community. Whatever the reason, the fact remains that the last decade of the nineteenth century found Negroes giving considerable attention to Africa. George W. Williams, Negro historian and lecturer, participated in an expedition to Africa and returned to dispute the claim of Europeans that the nations of the Old World were bringing light to the dark continent. In 1893 Paul Dunbar reflected the new interest in Africa's past by composing an "Ode to Ethiopia," which urged Negroes to "be proud, my Race, in mind and soul."

The expansion of this spirit of pride and the development of an entire school of Negro artists who dealt with the life of their people led many whites to re-examine previous notions concerning the Negro people. William Dean Howells confessed he had "sometimes fancied that the Negro *thought* black and *felt* black, that they were racially so utterly alien and distinct from ourselves that there could never be common intellectual and emotional ground between us."

Howells was to change his outlook after becoming acquainted with the poetry of Paul Dunbar and the stories of Charles Chesnutt, but other whites were not similarly affected. The 1890's saw the spread of racism to all parts of the country

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"The 1890's were a time of change and challenged as the United States poised on the threshold of a new national experience," the author writes, "and Negroes, too, were caught up in the spirit of the great movements of the time." Dr. Abramowitz is a teacher of social studies in the New York City school system. He has contributed other articles to *Social Education*.

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as American expansionists preached the virtues of Anglo-Saxonism as contrasted with the backwardness of those areas of the world inhabited by colored peoples. Negroes were greatly disturbed when former abolitionists like Thomas Wentworth Higginson, A. D. Mayo, and Carl Schurz began to condemn Negroes and to express sympathy for the southern white point of view.

With the "friends" of the Negro shifting this way and that in the changing currents, the journals of Negro opinion began to lose patience. The *Washington Bee*, an influential Negro newspaper edited by the then militant Calvin Chase, chided those whose advice to the Negro took the form of advising him either to pack up and go, stay put and keep in his place, or bleach himself white. The *Bee* asserted that Negroes rejected all such advice and plodded along on their own route.

THE reasons for Negro impatience with such advice were self-evident and the passing of time did little to assuage ruffled feelings. The patronizing attitude of many abolitionists toward Negroes during slavery times now tended to degenerate into something very akin to contempt. Negroes were shocked and angered to learn of a discussion in the pages of the *Globe Quarterly Review* in which a former abolitionist approved the view of a southerner that the Negro was a natural born liar who was too degraded to exercise the franchise and went on to declare that "for the last twenty years he has been a loafer, a thief, and an immoral fungus upon the fair life of our southern lands. Nothing but some sort of re-enslavement can make him work, therefore he must be re-enslaved or driven from the land."

This statement and many similar ones were reported in the Negro press and made Negroes wary of all who professed friendship. They became increasingly aware that some Republican leaders were using the Negro problem for political purposes and they were quick to criticize the Republicans for this and to demand that the party prove its sincerity by advancing Negro Republicans to places on the ballot as part of the regular party ticket. Nor were they deterred from this tactic when southern white journalists used these criticisms to press the point that the Negro had no true friends in the North and that he could win a place in the South by hard work and accommodation to existing conditions. Even T. Thomas Fortune's *New York Age*, generally the target of southern invective, was quoted in approving terms when the newspaper rebuked the

Republicans for waving the bloody shirt for narrow partisan purposes. The *Atlanta Constitution* felt Mr. Fortune was on the right track and declared that, "like all other races, the negro must work out their [sic] own salvation, and it is a work in which the individual counts for all and everything. There has never yet been a day in the south when a sober, industrious, honest Negro lacked for friends and champions among the whites."

The overtures of the southern press, the retreat of the Republicans, and the desertion of former friends all tended to sow confusion among Negroes seeking a path to the future. There was a tendency in some quarters to ride with the current, particularly when this brought financial reward. Paul Dunbar would hear "Damascan cries" from the South after the 1898 riots in North Carolina but he found it expedient to collaborate in composing songs for the musical show *Clorindy* bearing such titles as "The Hottest Coon in Town" and "Who Dat Say Chicken In Dis Crowd." Bert Williams and George Walker, foremost Negro entertainers of the time, billed themselves as the "Two Real Coons" and even the sensitive-natured and militant Charles Chesnut found that he had to supply editors and publishers with "conjure" stories to achieve his first success as an author. White America seemed only willing to view the Negro through distorted and exaggerated portrayals of Negro life and this led to much discussion in Negro society of the question of whether dialect had any place in stories and lyrics, a discussion that is still going on to our own times.

#### CONFLICTING PROPOSALS

Against such a background the problem of how to win a way to full rights brought forth a wide variety of suggestions from the Negro community. Indicative of this was a meeting of the Philomathian Society of Washington, D.C., where George Williams urged Negroes to develop political consciousness and not depend upon the Republicans. Another speaker, A. S. Richardson, suggested that Negroes buy land to gain recognition, while a Mr. Maxwell was on record with the belief that God would solve the Negro problem.

Suggestions for panaceas were not lacking at Negro meetings and one speaker advised his Oregon audience in 1891 that there was "no other solution of the Negro problem than the general enlightenment of the Negro in this country, preparatory to taking his place as the morning star

of Africa's regeneration." Four years later a meeting of the California Afro-American Congress reflected the confusion of the period in a listing of speeches that included such diverse topics as, "The future of the Afro-American is in his own hands"; "Oppression often the means of a higher civilization"; "Women in politics"; "Character, not wealth nor color, the true standard"; "How can the Negro of the United States accumulate more wealth and use it to the advantage of the race"; and, finally, "Strike until the last barrier is broken away."

The outcome of such indecision was a certain amount of defeatism and despair that is reflected in the speech of one Negro educator who protested against Negroes being trained in universities because, "it is not fair for the State to force my boy to fit himself for service in a field where the door is closed." From so illogical a concept there flowed the policy of accommodation that put the blame for Negro conditions upon the Negro to the virtual exclusion of other factors. The root of the problem was alleged to be the inertia of the mass of Negroes and one Negro doctor in a report to the 1898 Hampton conference went so far as to condemn his own people because, "the habits, the disposition, the clannish congregation of most of the colored people compel them to inhabit parts of the city which are densely populated." To those who might ask why Negroes remained in such slum areas the doctor could find "no reasons except his segregating proclivities."

It is impossible to dismiss the doctor as someone refusing to face reality, for this same insistence upon ascribing the conditions of the Negro to personal deficiencies runs rampant in the Negro press of the 1890's, and it was particularly stressed in such institutions as Hampton and Tuskegee and the scores of lesser schools modeled after them. In an age when Social Darwinism held full sway in the nation it is not surprising that many people, Negro as well as white, should have employed its terminology to accuse those less fortunate beings who were falling behind in the race of life. Thus a meeting of Alabama Negro teachers in 1894 heard Professor McCall of Tuskegee assure the assemblage, most of whom were underpaid teachers of one room clapboard schoolhouses, that "the masses never did and never will do their own thinking. Somebody must think for them."

Others in Negro life probably shared this sentiment. One Tuskegee graduate wrote that conditions in the town where he taught were dis-

couraging for, "the people here are poor and ignorant but it is very hard to have them see their real condition. For instance, they take their money (borrowed, of course), ride on excursion trains, buy whiskey and do every useless thing possible with it."

THIS idea of attributing social deficiency solely to individual short-comings was all too often a rationalizing device employed by those who had adopted the policy of accommodation. To such people the source of evil lay entirely within the individual; therefore, it was his refusal to reform that perpetuated the existing social ills.

The importance of this concept cannot be stressed too much for it was the foundation of the Hampton-Tuskegee idea of progress through self-improvement. Illustrative of this way of thinking were the comments made by speakers at the first Negro conference at McNeel's, South Carolina, in 1895, a conference organized by a Tuskegee graduate to bring the lessons of her *alma mater* to the grass roots of Negro life. At this meeting the farmers of the community were warned that, "much time is lost by sleeping late and walking about on Saturdays instead of working" and that they ate and spent more than they made. They were counseled to "eat less, wear less, sleep less, and work more. If a man makes only twenty-five cents per day he should spend only ten."

So austere a program could hardly appeal to the mass of people, but the constant emphasis upon thrift and frugality as a means of achieving advancement found a more welcome response. Herein lies one reason for the later success of the Hampton-Tuskegee wing of Negro thought. Their appeal for self-improvement projected a general truth that all Negroes accepted and, at the same time, it met the approval of the dominant southern whites.

It was the approval of the southern whites that they sought for they reckoned that approval by the Negro community would come automatically once the white people of the region were won over. Booker T. Washington must have had this in mind when, as a young and virtually unknown schoolmaster, he addressed the National Education Association in 1884 and declared his faith, "that reforms in the South are to come from within" because southerners "don't like to obey orders that come from Washington that they must lay aside at once customs that they have followed for centuries." Such words might provoke protest in the Negro press but they paved

the way for the approval of the young educator by the whites who heard of his remarks from Southern delegates including several from the town of Tuskegee.

#### "SELF HELP"

As the Negro people moved toward its time of decision in the twilight of the nineteenth century, the Hampton-Tuskegee group prepared its bid for leadership. Long before the "wizard of Tuskegee" mounted the rostrum at the Atlanta Exposition in 1895, his program had been enunciated at hundreds of meetings and had been carried into every part of Negro life by graduates of his school and others influenced by its conferences. Robert Lloyd Smith, a prominent Negro politician and businessman in Texas, found the Negro Farmers Improvement Society in 1890 and later recalled that a visit soon afterward to Tuskegee converted him to the idea of modeling his society and its school in the Tuskegee pattern. The meaning of this pattern is best expressed in the catechism of the society which replied to the question of how to change the character of the environment by stating, "We are not going to do it at all. SELF HELP is our MOTTO."

This concept of progress solely through self help and self-improvement, typical of the Hampton-Tuskegee philosophy, did not go unchallenged in Negro circles. Joseph C. Price, a leading Negro educator of the time had told the National Education Association in 1890 that the race problem, "will never be solved until we put to work the forces that will give us a changed environment. This does not argue the removal of the environment by colonization, deportation, or amalgamation but a transformation of the same environment." But Price died in 1893 and this challenge was dispelled.

By 1894 the accommodation wing was ready to emerge fully and when Booker T. Washington circularized scores of Tuskegee alumni that year asking their views on the Negro problem the answers received indicated that the school's philosophy was even then on its way toward dominance among portions of Negro intellectuals.

Thomas Harris, an Alabama teacher, felt the "solution lies with the race itself. It is wrapped up in the race and it evidently must be developed with the development of the race. No race can or

ever did become great without hardships." Less vague in his approach was H. H. Thweate, a Virginia principal, who felt, "the Negro will have to work out his own salvation. Religion, Education and money will make any race great." Another alumna, teaching in Florida, thought the Negro problem would solve itself, "when the more intelligent classes of the race unite in their efforts to educate the ignorant classes by example rather than precept." Lewis L. Ivey, an Alabama principal, felt the problem must be solved in the South and that his people must be taught the "real value of owning property and educating themselves to be industrious and learn to save their hard earnings." It remained for another Tuskegee graduate, G. L. Germany, an Alabama teacher, to give expression to the philosophy of this group in his succinct statement that, "the shortest and plainest solution of the long-discussed Race Problem hangs on the hinges of Education and property."

Such views by the men and women graduated from Tuskegee stemmed from the fact that the virtues of self-improvement, progress through economic success, and advancement within the framework of existing conditions rather than struggle against them, were an integral part of the curriculum of the institution. Day in, day out, in class and at chapel, in private conversations and in Sunday evening talks to the students, the point was made that the failure of any man stems from his own deficiencies. The fault was not in the individual being prohibited from doing what he desired and was capable of doing, but that "a large portion of the best days of a person's life is often lost because he did not decide soon enough just what he is going to do." Tuskegee students heard this from Booker T. Washington who had learned it from General Samuel Chapman Armstrong at Hampton.

Slowly at first, but with increasing vigor as the century drew to a close, the Hampton-Tuskegee circle widened its influence and authority in Negro life and laid the background for the place of Booker T. Washington at Atlanta in 1895. The death of Frederick Douglass early in 1895 removed the last obstacle; the way was now open for the "new leadership" that was to dominate Negro life for the next twenty years.

# Preparation for Basic College History

Robert W. Lougee

COLLEGE history departments occasionally receive from secondary schools requests for suggestions which might lead to the more adequate preparation of their students for work in college history. Some letters request merely routine information regarding catalogue requirements and prerequisites. But frequently the writer states or implies an interest in the philosophy and objectives of basic college history, and manifestly is seeking the optimum intellectual preparation of the student. The answer to the latter question is not an easy one, but it is imperative that the right answer be found.

## OBJECTIVES OF COLLEGE HISTORY

Optimum preparation obviously depends upon the nature of the course given, and the nature of the course given follows or ought to follow the part which it plays in the total educational effort of the university. Basic college history is the course, *par excellence*, which introduces the student to the general field of subject-matter, more particularly to the complex ideas or ideologies, and above all to the methods of the humane studies. These three tasks define the three objectives of the course and determine its nature.

*Subject-matter.* The scope of history is a subject of considerable disagreement. Some light may be thrown on the problem by examining the relation of history to the other humane studies—to philosophy, literature, sociology, political science. There is some parallel to the relation of mathematics to the physical sciences. All of the physical sciences must have recourse to the notions of mathematics in understanding and describing their material whether it be stars, rocks, or atoms. Similarly, the humane studies, in order to understand their own peculiar subject-matter, must have recourse to the description and analysis of social, intellectual, and institutional relationships provided by history. History, then, properly and necessarily is as broad in its scope as human culture. While it refrains from treating the aesthetic, metaphysical, or purely statistical

aspects of its subject-matter, it is the peculiar discipline which discovers the interrelationships within the total field of human culture and more especially from the viewpoint of their development. Basic college history, therefore, if it is faithfully fulfilling its task, is not a study of political history in the narrow sense but a study of civilization.

*Ideas.* History in its most developed form is intellectual history or the history of ideas. To discover the key ideas or complex of ideas associated with significant social classes, institutions and political groups and to appreciate the transmutation of ideas within these historical elements is to understand the fundamental dynamics of history. Examination of ideas and idea-systems in their social setting, therefore, must form an important part of the course work. More especially is this true because such idea-systems, or terms designating them, elude definition. No pat definitions or simple descriptions can convey an adequate understanding of such terms as feudalism, mercantilism, other-worldly, humanism, absolutism, socialism, natural law, and liberalism. Their meaning becomes apparent only after a patient and thoughtful consideration of their origin and development.

*Method.* A major and indispensable step in the arduous process of achieving intellectual maturity is the gaining of proficiency in historical method. In the broad sense, historical method is a method of treating complex human phenomena. This is an accomplishment as vital for the educated layman as for the professional scholar. It embraces three techniques—analysis, interpretation, and criticism. Analysis is the process of isolating the causes, significant moments or elements, and the consequences of an event. Interpretation logically follows analysis and is, essentially, a resynthesis of the elements resolved by the analysis, but a resynthesis carried out in such a way as to show the inner meaning of the total circumstances. Criticism is the application of that kind of intellectual acuity which recognizes fraud and sophistry, distinguishes validity from error, differentiates viewpoint from fact, and, in general, evaluates the worth of what is given. Here a college history course can play

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its greatest role. If a student emerges from his college history without the firm knowledge of a single date but with an awareness or feeling for historical method, his time and his instructor's time will have been well spent.

#### PROPOSED EMPHASES IN SECONDARY SCHOOL HISTORY

Theoretically, there is no body of subject-matter indispensable for the entering student. Some college professors even argue that it is harmful to introduce the secondary school student to historical material. They assert that too often history in the schools is merely an exercise in memorizing names and dates presented as a kind of pious duty out of respect for the past. This often has the effect, they say, of so prejudicing the student that he refuses to elect college history or, if it is required, resolves to do the very minimum amount of work.

While this objection is partly valid, it need not and ought not to be so. Proper introduction to historical subject-matter will not alienate the student, and while it may not obviate the necessity of treating basic factual material in the college course, it can familiarize the student with this material and, thus, free a larger percentage of his time and energy from the work of absorption to that of analysis and understanding. With this subject in mind, the secondary school curriculum should strengthen the usual offering in American history with a more nearly adequate survey of world history, ancient and modern, more work in world literature, and a sound introduction to geography.

Because of the relative immaturity of secondary school students undoubtedly only a very limited introduction can be given to ideas and idea-systems. Here again, some college teachers hold that such work is more harmful than helpful since even the better student is able to acquire only vague and distorted notions. This, of course, is an application of the maxim that it is easier to go from ignorance to truth than from error to truth. In this instance, however, the maxim is not well applied. Complicated ideas or systems of ideas are seldom or never grasped immediately. Almost inevitably there is initial misunderstanding, and a long period of gestation must follow before there is clear and sure conception. If the task of teaching these ideas is well begun in the secondary schools, however meager the immediate results, a contribution will have been made toward their ultimate understanding.

Secondary school students cannot be expected

to acquire proficiency in historical method. Its acquirement is difficult for advanced college majors. What the secondary schools and the elementary schools as well can and must do, however, is to prepare the student more adequately in those indispensable intellectual skills without which no progress towards historical method can be made. The most fundamental of these skills are reading and writing. Indeed, historical method as described above is essentially a rigorous application to historical and philosophical literature of the principles of good reading and writing. Preparation of the student in reading and writing is a work of both the English and history departments. It means for the secondary school teacher far less reliance on work books and short answer tests and far more on reports, term papers, and essay examinations. The value of the latter devices depends upon the care with which they are examined and annotated by the teacher looking not solely for content but for style, clarity, organization, validity, and so on.

ONE final comment which has nothing to do specifically with any one of the three objectives given but everything to do with their successful fulfillment. The schools should not produce intellectual snobs or encyclopedic freaks, but they must encourage more respect for scholarship and the intellectual approach. Too many students, indeed, most students, enter college from motives of social or vocational advantage or prestige. Too few have been inspired with ambition for intellectual attainment. A contribution toward the latter could be made, at least as far as history is concerned, if the schools afforded the student a more accurate apprehension of the subject. The student should know, when he comes to college, that history is not an antiquarian study for the sake of the past but a study of the nature of human life and of the forces which move it, that timeliness is not a matter of date but of relevance to this nature and these forces. He should realize that history does not repeat itself, that history is not amenable to simple natural laws like those he has learned in his physics and chemistry, but that history does have continuity, that the law of cause and effect applies as surely as in the realm of physical phenomena, and that the study of history is, thus, not pure passive absorption but an intellectual challenge of the first order. The moderately gifted student—that is, the one most common in the college—will respond to such an intellectual challenge provided he is fairly confronted with it.

# A Classbook on Canada

Alice MacKenzie

ON APRIL 5, 1953, the *New York News* published an editorial entitled, "Going to Canada?" In this editorial, a challenge was made to every social studies teacher in the United States. "It seems," the author wrote, "that Canadians begin studying in grammar school about the United States—its area and population, names and capitals of states, industries, natural resources, etc., whereas Canada gets only passing mention, if any, in the United States schools. Too many of us know only the names of Canadian cities having major league hockey teams. We can understand Canadian irritations on this score and wish our school authorities over the country would take note of it and act to remove it."

## A LESSON IN COOPERATION

Teaneck Junior High School has been trying to even up this score for a number of years. This year, we decided to add something new to our usual work on Canada. We called our new project "A Lesson in Cooperation."

Two of our classes spent the entire month of March studying our great northern neighbor. We studied Canada's area, its population, the names of its provinces and capitals, its industries, and its resources. Then we discovered that we still didn't know all we wanted to know about some of the topics mentioned in the textbooks, the motion pictures, and by some of the students who had made actual visits to Canada with their parents. What could we and should we do about it?

One student suggested that we make a book for seventh graders—one that would be both interesting and informative. What kind of a book? We agreed that it should contain pictures, charts, and graphs, and much writing of both prose and poetry.

An entire period was spent with each class deciding what topics to include. We listed these

on the blackboard. From this list, each student selected a topic that was of particular interest to him and agreed to provide the copy for one page of the book.

Each class elected an editor-in-chief. It was agreed that these two editors should have the final word in making decisions relative to the size, shape, and general set-up of the books, being guided at all times, of course, by the wishes of their respective classes. Under the leadership of the editors, student volunteers tackled the job of preparing cover designs, the tables of contents, and the indexes. Each major problem was discussed at length and voted on by each class before any decision was made by the editors.

We were fortunate in having several good sources of information. Our own junior high library and the public library were two helpful sources. Class pamphlets and our class library, numbering over seventy books, were of great help. Magazines and pamphlets that pupils had sent for or had gathered on trips to Canada were used. Several film slides were studied. Pupils who had been to Canada with their parents described their visits in much detail in order to help us get some real "color" into our writing.

We allowed three days for research outside the classroom, and three periods the following week were used for "working periods." The deadline was set for two days after the last of these working periods.

Each pupil exhibited and explained his page. If the editors and the rest of the class approved, the page was ready to be included in the book. Some pages had to be completely done over, but all were in the editors' hands within the two days. We had met our deadline!

The pages were arranged, the covers, the tables of contents, and the indexes put in place. Proof was read, and our books were ready to be presented to the classes.

DURING the preparation of our books, much good natured competition had arisen between the two classes. This competition led us to offer a prize for the better book. The winning class would be allowed to omit the unit test on Canada and the winning book would be put on

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The author of this brief report of a project carried on by a seventh grade class teaches social studies in the junior high school at Teaneck, New Jersey.

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exhibition in our junior high library for a month.

The judges were an English teacher, a mathematics teacher, a practice teacher, and a ninth-grade teacher. The winning book was large, colorful, attractive, and informative. Thirty-four students were now proud authors with a book in at least one library in the country. Each topic listed below was given an entire page in the book.

Canada's Anthem, Emblem, Motto, and Symbol	Newfoundland
Story of Canada's Flag	Quebec
Canada's Government and Rulers—1953	Ontario
A Visit to Ottawa	Manitoba
Stepping Stones in Canada's History	Saskatchewan
Canada's Heroes	Alberta
Holidays	British Columbia
Map of Provinces and Cap- itals	Yukon Territory
New Brunswick	Northwest Territory
Nova Scotia	Canada's Geography
Prince Edward Islands	Two Great Rivers
	Canada's Occupational Regions
	Population Make-up, A Graph

Religions in Canada  
The French Canadians  
Fur Trapping  
Hudson Bay Company  
Mining in the Atomic Age  
Fishing along the Grand  
Banks  
Wood Pulp and Paper Mak-  
ing

Montreal—Largest City  
Quebec—Frenchiest City  
Winnipeg—Their Chicago  
Vacation Spots  
Our Common Problem  
The United States and Can-  
ada, Great Friends, Good  
and Peaceful Neighbors

With the completion of our project, we felt that we had come a long way toward meeting the challenge offered in the *New York Times*. But that was far from the most important accomplishment our project had brought about. We had shown our seventh-graders how much serious concentration and hard work could bring about in one short week. We had applied skills and techniques learned in the art class, the English class, the mathematics class, and in other classes.

We hope that we have impressed on the minds of these young people the idea that cooperative work is important—is valuable—is fun—and makes for good and useful living!

## IRAQ

(Continued from page 106)

ness and place a premium on freedom, who crave economic and social justice, who hate autocracy, who are responsibly conversant with the great issues that shake the world today, and who are in genuine communion with the western positive tradition.

It should be possible to find men of this caliber. Such a national government would safeguard the royal form of government, historically acceptable to the Arab mind. It would also keep Iraq on the side of the West. Some sacrifice would have to be made by the western powers. Probably the British should release the few airbases they still possess and which are vulnerable to attack anyway, but Iraq's friendship is worth that loss.

Naguib, who came to power in Egypt under somewhat similar conditions, expresses his attitude toward the West in the following words: "The nation must be free. Then we would naturally recognize the necessity to defend our country. We realize that nowadays no country can stand alone in the world. There are only three possibilities for a free Egypt—to remain

neutral and this is at the very least extremely difficult if not impossible; to join the Eastern block, which is out of the question as we are not communist; or to join the West. It is our natural inclination to work with the West, whose people we know."

A liberal government of the kind we are discussing would not face an easy task in Iraq. It would have to combine elements of various groups. It would have to make many reforms, especially in the present system of land tenure.

Iraq, if not involved in political troubles, has tremendous possibilities. There is no reason why it cannot again support a much larger population, perhaps as many as 20 to 25 million people, and at an economic and cultural level much higher than the present one. The factors in favor of this bright prospect are the warm sun, the fertile soil, the water of the rivers, financial support from the oil dividends, and, above all, an industrious people. Few countries in the world can look into the future with greater confidence—provided, of course, politics do not overthrow the applecart.

# Our Natural Resources: II

## Important Aspects of Conservation

Victor Roterus

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### COSTS AND CONSERVATION

THE problem of cost becomes important when we turn to a consideration of our natural resources and their adequacy for the future. The problem is not simply one of physical quantities. There is an economic phase to the facts of geography. In a real sense, costs are not dollar figures; they are the man-hours and the equipment-hours required to produce anything. Obviously, it takes more man-hours and more equipment-hours to produce iron from an ore with a low iron content as against an ore with a higher iron content. Similarly, if over-night all our resources deteriorated in quantity, our man-hours and our equipment-hours would produce less, and our standard of living would drop. In time, through improved equipment and technology, we could probably work our way back to the standard of living we lost. We could also do this by finding substitute materials which might require even less man and equipment hours to get the same results. In this connection you will remember the dependence of our ancestors on the bayberries of Cape Cod and the sperm whales off Nantucket for candles and light. During all this time, there was oil in the ground in Pennsylvania, Texas, and other states. The oil, awaiting discovery and the ability to develop it, was as unimportant in the lives of our ancestors as the bayberry and sperm whale are in ours. And using the oil has increased our man-hour output and living standards.

The bayberry illustration also indicates the fallacy of hoarding our resources, sometimes mistakenly called conservation. What is valuable and useful today may not be equally valuable tomorrow. If we can put it to good use today, let's do so.

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This is the second and concluding installment of Mr. Roterus' discussion of some of the problems involved in the effective use of our nation's natural resources. The author is Chief of the Area Development Division of the Office of Technical Services in the United States Department of Commerce.

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A fallacy related to hoarding is that of physical waste. If our ancestors had spent time to attempt to use every branch and twig on the trees they felled, they would have been committing the greater waste—the waste of human energy which, instead, was used with more productive results in building railroads, developing machines, and bringing forth the forces of energy that were inherent in the water, coal and oil. True, our ancestors made mistakes. For example, instead of completely denuding the forests, it would have been wise to leave occasional seed trees standing. Later generations would have profited by such foresight which would have cost little, if anything, at the time. My point, however, is simply that we might spend too much human effort in a deluded sense of conservation. I am sure that future generations profited more from the efforts of our ancestors to develop those things which yielded greater returns for their labors than if they had diverted those efforts to trying to utilize every branch of a felled tree or to limiting their use of needed sperm oil simply because they thought future generations might need it more.

### ULTIMATE STARVATION

By this time, it is apparent that I believe there are grounds for being hopeful about the future ability of our resources to maintain not only our present standard of living but a gradually improving standard as well. I am well aware that some exceedingly able men are not so hopeful and have predicted ultimate catastrophe. They are primarily worried about the food supply for the vast numbers of people in the world not yet born but expected to arrive. As against this they see man breaking the laws of ecology and ruining the limited soils and land from which the food supply is primarily drawn. In other words, the resources are shrinking while population is growing unchecked. As a result, they claim, the future betokens a progressively lower standard of living with an ultimate scramble for subsistence. This is an over-simplification of their cause, but the future outlook they paint is gloomy indeed.

These gentlemen are physical scientists who



are by training less concerned with the entire structure of our economy than with the physical underpinning. They tend to overlook the fact that our energy-machine civilization does, in fact, stretch our resources. As Zimmerman<sup>1</sup> has pointed out, tractors, by replacing horses and mules, have set free for food production millions of good acres formerly needed to produce food for these work animals. Refrigeration, by cutting the losses of food from spoilage, in effect stretches the effectiveness of our land resource. The science and knowledge unleashed by our energy-industrial civilization has bred drought- and frost-resistant varieties of wheat to grow in heretofore barren stretches of land. Higher yield species of corn and other crops and more effective fertilizer developments also stretch the land. Synthetic substitutes for wood will free further acres for food production, and the synthesis of vitamins improves the economy of our diets. Energy and machinery have brought into play resources that were formerly unavailable to us—such as potential farm lands far away from markets and oil two miles below the earth's surface.

These are only some of the facts of present knowledge. As we continue the development of the inanimate sources of energy and machines, this will make it possible to devote a larger share of our human efforts to research and solutions for the problems we will face. Ultimately, we may well afford to grow food on roof-tops, in synthetic soil, watered by push-button sprinklers and sunned by artificial lamps which automatically go into operation on cloudy days. Furthermore, our demographers have been grossly wrong before about future population increases. We may have much less population in the far future than is contemplated. As family standards of living increase, there has been a voluntary tendency to control the size of the family. That, too, is a characteristic of our energy-machine civilization.

But my faith in the ability of future generations to cope with any limitations of resources rests on the fact that our present knowledge, like knowledge in the past, will be dwarfed by the expansions of the future. The gasoline motor was incomprehensible less than a century ago; atomic energy was a rare dream a short while back; and who knows what we will conceive and develop in the decades to come?

<sup>1</sup> Erich W. Zimmerman, *World Resources and Industries*. New York: Harper and Brothers, 1951. This book is highly commended for reading, and, with reference to the point under discussion, the last chapter is particularly stimulating reading.

#### TEN HOPEFUL FACTORS FOR THE FUTURE

Now let me sum up my appraisal of our natural resource status and cite ten reasons why we can be optimistic about the future of our natural resources and our standard of living:

First, *discovery of new resources* is still not at end. The end of new petroleum discoveries has been predicted ever since the beginning of the century, but we are still finding new pools. Uranium, so critical in the atomic power development of the future, is just now being subjected to search.

Second, we can make *fuller use of known resources* when it becomes profitable to do so at less cost of man-power and equipment than it would be to do other things. For example, half of our coal and petroleum is now left behind in our extraction and production processes. As the development of energy frees us to do things that were otherwise too costly for the application of human labor, we may even utilize the branches and twigs from felled trees.

Third, as we develop energy and technology, the doors will be opened for *the use of lower quality resources*. Twenty years ago, the prophets of gloom said that the iron range economy of Northern Minnesota was doomed because the 50 percent ores were limited. In the last three years, investments amounting to over 500 million dollars of private capital have been poured into this area to develop the low grade taconite ores which are much greater in extent than the richer ores ever were.

Fourth, we are making considerable progress in *renewing our soil, forest, and underground water resources*. Private lumber organizations are now finding it worthwhile to put the forests on which they depend on a sustained yield basis—i.e., they balance their withdrawals of lumber by providing for new growth of lumber. Soil is beginning to get the same treatment, and water is now coming in for attention.

Fifth, we are beginning to *use resources which were virtually overlooked before*. The greatest growth in the demand for metals in the future is expected with reference to aluminum and magnesium, whose sources are bauxite, aluminum-bearing clays, and sea water.

Sixth, *the synthetics are on the march*. Orlon, nylon, and other artificial fibers, plastics from materials heretofore considered as waste, and synthetic rubber are replacing traditional land-consuming materials.

Seventh, *as one natural resource begins to play out another takes its place*. Aluminum, when we

learn to work the lower grades of bauxite and the aluminum-bearing clays, can substitute increasingly for some of the uses of copper whose reserves are more limited over the long run. Plastics, which we don't mine, are replacing some uses of lead which you do.

Eighth, *materials can be made to last longer*. Certainly, for example, we don't need chromium strips on our automobiles if chromium is urgently needed elsewhere.

Ninth, we can do a lot more in *using materials for a second or third time when it is either necessary or wise to do so*. This was illustrated by our scrap drives under the pressing needs of World War II. When our materials situation gets into the same position in the future, it will be profitable, rather than patriotic, to do the same things. And advances on other production fronts will permit us to do so without lowering our standard of living.

Tenth, and finally, the *United States will find it increasingly worthwhile to trade with other nations*. Nature has distributed its resources unevenly over the globe. We, in the United States, were particularly blessed. Together with such countries as Canada, Australia, and New Zealand, we have many resources, a strong industry and high living standards. Western Europe and Japan have an industrial capacity and labor skills, but very little natural resources. Then there are such other free world countries as those in South America, Africa, the Middle East, and South Asia with low living standards but also with undeveloped natural resources far beyond their own prospective needs. These facts are the basis for a common language of trade for the mutual and progressive benefit of all.

We have the foundations for future progress if we build on them with the resolution and wisdom of which we are capable.

## WHAT IS HAPPENING IN THE SOCIAL STUDIES: II

(Continued from page 116)

tended to insist on better and better preparation of teachers, and not least important, teachers themselves have sought better and better preparation. Until 1951, Massachusetts remained the only state with no state certification requirements. Communities were free to employ whom ever they chose, regardless of preparation. Yet a study of all the nearly nine hundred secondary school studies teachers in Massachusetts showed that in the school year 1948-1949 more than two out of every five held a master's degree.

A significant role in the improvement of social studies instruction has been played by social studies teachers themselves through voluntary organization. The National Council for the Social Studies is just thirty years old. During that thirty years it has provided continually increasing and improving services for its members, through its meetings and through its numerous publications, dealing with almost all phases of social studies instruction at all grade levels. Affiliated with the National Council is an increasing number of regional, state, and local organizations of social studies teachers. Through these affiliated organizations, thousands of social studies teachers annually improve themselves through publications, meetings, workshops, field trips, and the like.

### SUMMARY

The first article in this series controverted three assertions commonly made about what is happening in the social studies. It showed that we are teaching as much American history as could reasonably be expected; that our curriculum is ordinarily organized by subjects; and that by precept, example, and experience, we are continually improving in teaching a moral and spiritual life.

This article shows that there have been substantial changes in the social studies. We are devoting increased attention to our individual students as well as to the needs of society. This has been accomplished without detracting from the traditional purposes of the social studies. These purposes are being achieved in increasing measure through improvement in the organization of the curriculum, in the materials of instruction, and the teaching and learning process. We have not arrived at perfection in these matters. Indeed, we are very imperfect. But there is reason to believe that with the cooperative endeavor of state departments of education, professional educators, academicians, the lay public, and above all, teachers and their students, we shall continue to progress.

# Notes and News

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## Illinois Council

The Illinois Council for the Social Studies held its Annual Fall meeting at Illinois State Normal University at Normal, on October 17, 1955. During morning registration, the hospitality committee of Central Council served coffee.

At the opening session, Melvin Matthew presiding, President R. W. Fairchild of ISNU gave the welcoming address. This was followed by a panel discussing "What Are the Qualities of a Social Studies Program in Time of Crisis?" The discussants represented three groups: the primary grades, the intermediate grades, and high school.

The sectional meetings which followed had for the central theme "Helping Boys and Girls." The topics for the various sections were as follows: "Helping Boys and Girls Develop Political Understanding," "Helping Boys and Girls Understand People in Other Countries," "Helping Boys and Girls Use the Community in Developing Civic Skills," and "Rights and Responsibilities of Academic Freedom."

At the General Meeting which followed, Albert W. Brown of Eastern Illinois State College presented a summary of the section meetings.

At the luncheon meeting, Harry E. Pratt of the Illinois State Historical Library spoke on "The Services of the Lincoln Library" and indicated to teachers the material available and the type of material that the Library continues to look for.

The afternoon session was devoted to a panel on the "Core Curriculum of Illinois." Different definitions of "core" were presented and means of implementing and evaluating different core programs were discussed.

More than thirty members of ICSS took part in the day's program as leaders of the discussion, resource persons, recorders, discussants or chairmen.

I. B. DeP. and N.S.

## Chicago Council

The Chicago Council for the Social Studies met at the University of Chicago on October 20. The meeting opened with an address by George H. Reavis, Educational Counselor, Field Enterprises, who spoke on "Teaching Controversial Issues." This was followed by a panel discussion of the topic chaired by Dr. Lubera with Father

Barth, De Paul University; Earl Johnson, University of Chicago; and Elliodor Libonati, American Legion, serving as panel members. At the dinner meeting, Louis L. Mann spoke on "What Now, Little Citizen!" Dinner guests included Dr. and Mrs. Willis, Superintendent of the Chicago Public Schools, Illinois State Superintendent of Schools, Vernon Nickell and State Assistant Superintendents C. C. Byerly and Hobart Sommers.

S.K.

## Maryland

The History Teachers' Association of Maryland held its fall meeting on October 16 at the Baltimore Museum of Art. At the business meeting an "Award for Outstanding Accomplishment in the Fields of History and Social Studies" was made to Harry Bard. Edythe A. Myers and Vernon Vavrina, Maryland members of the NCSS Committee on Professional Relations, distributed materials on the NCSS and described the work of and membership in the NCSS. Wilbur H. Hunter, Jr., Director of the Peale Museum, addressed the group on "The Peale Museum and Baltimore Through the Years."

K.H.

## Kansas

The Kansas Council for the Social Studies met at Hays on November 6. Charles Onion, Ft. Hays Teachers College, led a discussion on "The Problem Method in Teaching Social Studies." Isobel Noble of Wichita shared her travel experiences with the group and spoke on "Asia From a Plane Window." At the last spring meeting of the Council, Myrtle Roberts, past president of the NCSS addressed the group on "Your Professional IQ." Alvin Schild, University of Kansas and a member of the NCSS Committee on Professional Relations, spoke on "National and Local Organizations and Their Services to Social Studies Teachers."

M.C.

## Eastern Illinois

The Eastern Council for the Social Studies met on December 16 on the campus of Eastern Illinois State College at Charleston. Jack Austin, prominent local attorney, spoke on the topic "The Rights of a Citizen in Court."

After his address, Mr. Austin answered ques-

tions presented by the audience. The final part of the meeting was a business session conducted by President Albert W. Brown. An exhibit of national and state publications and of the materials that publishers made available at the convention in Buffalo was used to illustrate the usefulness of the organization in helping to improve teaching in the classroom. W.E.

### Pennsylvania

The Pennsylvania Council for the Social Studies met in Harrisburg, December 30, for its winter meeting. The meeting was addressed by Dorothy Fraser, President of the NCSS. Dr. Fraser's subject was the "Social Studies Teacher for Today." Highlights of this challenging address included (1) the critical problem areas of the mid-twentieth century confronting Americans as individuals and as a nation; (2) changing character of our school population; (3) the need for critical thinking to counter the atmosphere of hysteria relative to the issues of the day; and (4) the need for a more realistic approach to the teaching of citizenship. Over 100 persons were in attendance at this meeting.

The Pennsylvania Council was organized one year ago. Today the Council membership numbers over 200. Three working committees are being formed. They are a Professional Relations Committee, a Council Projects Committee, and a Publications Committee. *Pennsylvania News and Views* is the official organ of the Council.

Council officers elected at Harrisburg for 1954 are: President, C. Maxwell Myers, State Teachers College, Millersville; First Vice-President, James Kehew, Bradford Woods; Second Vice-President, R. W. Cordier, State Teachers College, Indiana; and Secretary-Treasurer, Samuel McHenry, York. Members elected to the Board include Florence Benjamin, Abington; Bessie Ekis, Ford City; Mildred Kelly, Williamsport; Ruth Krapf, Hazleton; Richard Shelling, Easton; and Anna Grau, Glenshaw.

The Spring meeting of the Council will be held at the Bedford Springs Hotel, Bedford, April 24. Theme for the meeting will be international understanding. R.W.C. and S.R.M.

### West Virginia

The Fourth Annual Meeting of the West Virginia Council for the Social Studies will be held in Charleston, April 9-10, according to an announcement made by Mrs. Rebie Faircloth, President.

The Kanawha Hotel will serve as headquarters

and will house all meetings. The complete program, including reservations, will be released to all Social Studies Council members by April 1.

At the morning meeting on April 10, Nadine I. Clark, former Kanawha County Classroom Teacher, will speak on the subject "Skills for Effective Teaching for Democratic Living." Miss Clark is now Chairman of the Social Studies Department of the Evanston Township High School at Evanston, Illinois.

At the luncheon meeting on April 10, Paul S. Bodenman, Director, Specialist Programs Branch, Division of International Education, U. S. Office of Education, will be the featured speaker. His subject will be "Progress of Democracy in Western Europe."

The Kanawha County State Council members are making plans to be hosts to all members of the West Virginia Council for its Spring Meeting in 1954. R.F.

### New England

The Fall meeting of the New England Association of Social Studies Teachers was held at Boston University on December 5. The subject for discussion was "The Transition Between School and College in the Study of the Social Sciences." Henry W. Bragdon, Phillips Exeter Academy, chaired the meeting. Speakers were Charles R. Keller, Williams College; Helen I. McIntyre, Lexington High School; Paul F. Pearson, Boston Latin School; and Charles H. Taylor, Harvard University. W.L.O'L.

### North Dakota

The Social Studies Section of the North Dakota Education Association met on October 22. The theme of the discussion was "The Social Science Program Through Our School System" and the meeting was chaired by George Selke. Lawrence Fornes, Valley City, spoke on "The Social Science Program in the First Six Grades With Special Emphasis on Geography"; Lily Wilkinson, Williston, discussed "The Social Science Program in the Junior High School With Special Emphasis on Current Events and American History"; and Robert H. May, Grand Forks, considered "The Problems of World History." "New Methods to Vitalize American History at the Senior High Level" was the title of the topic presented by Earl Shafer of Fessenden.

### NCSS—Indianapolis—1954

The Thirty-Fourth Annual Meeting of the National Council for the Social Studies will be



held in Indianapolis, November 25-27. Headquarters will be located in the Claypool Hotel. Edwin R. Carr, College of Education, University of Colorado, and first vice-president of the Council, is in charge of building the program for the meeting. Dr. Carr is now at work planning topics and building a list of suggested speakers and panel personnel for the meeting. This is your chance to participate in planning the program so that it will be most helpful to you. Write Dr. Carr at once on any suggestions you have for the program—general session topics or speakers, discussion group topics and participants. This is your meeting and your program. Your suggestions will be gratefully received and will help your program chairman. Do not wait for Dr. Carr to contact you; write him directly, sending him suggestions. When you suggest a speaker or panel participant, give Dr. Carr some information about the individual's background and where he would be most helpful on the program.

### Indiana Council

The Bloomington Citizenship Council was host to the Indiana Council for the Social Studies on April 2 and 3. The opening session held at Indiana University featured a new film, "The Legislative Process," shot during the 1953 session of the Indiana General Assembly. Norman J. Neely, majority floor leader in the Assembly, participated in the discussion. Dean J. W. Ashton then gave a half hour of readings. The morning sessions on April 3 were devoted to discussion groups. H. J. Muller, visiting professor at Indiana University, and formerly lecturer at the University of Istanbul, spoke at the luncheon meeting.

C.W.D.

### HELP WANTED!

We need help on two points: First we want your help in clarifying the purposes of this "Notes and News" section of *Social Education*. We would like to know what you would like to see included in these columns. What values do you see in this section and how can it be made more useful to you? Briefly, we report to you what we hope these columns achieve:

1. We believe that by reporting briefly on the activities and programs of regional, state and local groups other groups will receive ideas to help them in their program planning.

2. We want to give recognition to individuals and local groups who have made contributions to the work of their associations and to the profes-

sion as a whole.

3. We have tried to make announcements about events in the social studies field which should be of interest to members of the NCSS.

4. We have tried to keep members informed of some of the activities of the NCSS.

We now turn to you for suggestions as to the kind of things you would like to see in "Notes and News" and statements of ways in which this section could be of greater interest and help.

The second problem can be stated briefly and is related to the first. We need more good accounts of the activities of regional, state, and local social studies organizations, written up in a brief and interesting manner. Basically, you are our source of information for these columns. We cannot promise to print everything that we receive for we try to select items that will be of general interest and help our readers and at the same time avoid reporting too frequently on the activities of any organization. Further, we like to report on as wide a variety of types of activities carried on by local groups as possible.

To illustrate part of our problem at the present time, we have a mimeographed directory giving the officers of 165 different social studies organizations. Only a very small percentage of these organizations send us reports of their activities for possible inclusion in these columns. We are convinced that many other groups we have not heard from are carrying on interesting programs that would be helpful to other groups if their activities were to be reported.

The burden for reporting the activities of a council of necessity rests on officers of social studies councils. Hence, we appeal to you and the officers of your association to keep us informed by sending in brief, readable accounts of those things your group is doing.

So, will you first tell us how these columns may be helpful to you; and second, send us information about the work of your local group? Your help is needed to make "Notes and News" as worth while as possible.

Send your comments and contributions to Merrill F. Hartshorn, Executive Secretary, NCSS, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Contributors to this issue: Ida B. DePencier, Nelle Steele, Stella Kern, Kenneth Horvath, Martha Chumbley, William Eagan, Ralph W. Cordier, Samuel R. McHenry, Rebekah Faircloth, Wilfred L. O'Leary, and Calvin W. Dean.

# Pamphlets and Government Publications

Manson Van B. Jennings

## For Consumer Education

Setting an example that we hope others of our readers will emulate, Miss Edith G. Hoover, head of the social studies department at Marion College, Virginia, has called our attention to a *Money Management Portfolio* (\$1) available from the American Association of University Women, 1634 Eye Street, N.W., Washington 6. Assembled by the Association, with the Institute of Life Insurance, the Association of Stock Exchange Firms, and the American Bankers Association serving as consultants, this *Portfolio* contains 11 leaflets and eight pamphlets dealing with such subjects as investments, life insurance, budgeting, trust services, home ownership, and annuities. Although written generally for an adult audience, these materials should attract the interest of many of our more mature high school students and serve as a useful resource for teachers and college students.

Although available since 1951 as a Signet Book published by the New American Library of World Literature (501 Madison Ave., New York 22), Sidney Margolius' *The Consumer's Guide to Better Buying* is now available in a revised edition (1953. 224 p. 35 cents plus 5 cents postage). This volume discusses principles to be followed in purchasing a great variety of consumers' goods and makes frequent mention of the trade names of specific products.

The consumer Education Department of the Household Finance Corporation, 919 North Michigan Avenue, Chicago 11, has four filmstrips (sale or free loan) and a dozen booklets that focus upon consumer problems in general and budgeting in particular. Ten booklets in its *Money Management* series cost 10 cents each to cover mailing and handling costs and include the following titles: *Your Budget*, *Children's Spending*, *Your Health Dollar*, *Your Food Dollar*, *Your Clothing Dollar*, *Your Shelter Dollar*, *Your Home Furnishings Dollar*, *Your Recreation Dollar*, *Your Shopping Dollar*, and *Consumer Credit Facts for You*. And available free of charge are *Small Loan Laws of the United States*, and *College Budget Calendar*, a workbook for college students to budget educational and living expenses.

The statistically minded may be interested in *Family, Income, Expenditures, and Savings in 1950* (Bulletin No. 1097, Dept. of Labor. U. S. Government Printing Office, Washington 25: 1953. 66 p. 35 cents), a revised preliminary report from the survey of consumer expenditures in 1950 prepared by the Bureau of Labor Statistics.

Also for sale by the Government Printing Office is a compilation of *Home Owners' Loan Acts and Housing Acts* enacted by the Congress between 1932 and July, 1953 (479 p. \$1.25).

## Citizenship and Politics

With the release of Stanley E. Dimond's *Citizenship for Boys and Girls* (1953. 40 p. 40 cents), Science Research Associates (57 W. Grand Ave., Chicago 10) now has three pamphlets of particular merit on the subject of citizenship. Formerly director of the Detroit Citizenship Education Study and a past president of the National Council for the Social Studies, Professor Dimond's contribution to the Junior Life Adjustment Booklets is nicely adapted to use in the intermediate and junior high school grades, and is designed to develop an understanding of the many-sided aspects of citizenship, while at the same time helping children realize that citizenship involves duties as well as privileges.

The other titles on this subject were published by Science Research Associates in 1952 but are nevertheless pertinent. Written by a distinguished political scientist, Robert E. Merriam's Junior Life Adjustment Booklet, *Politics for Boys and Girls* (40 p. 40 cents), deals with the political aspects of citizenship and emphasizes the part young people can play in politics. With John W. Bethea, Merriam also wrote on the same subject for senior high school students the Life Adjustment Booklet, *Understanding Politics* (48 p. 40 cents). Finally, although definitely not a pamphlet, we might mention Bruce and Esther Findlay's *Your Rugged Constitution* (314 p. \$3.19; \$2.39 each for orders of ten or more copies). This hard-cover book, containing 160 two-color illustrations, analyzes our constitution and its amendments with a clause-by-clause commentary. It can serve as a useful textbook—if

one approves of that type of organization for teaching the constitution; otherwise, it will serve best as a handy reference work.

### The Chicago Round Table

The University of Chicago Round Table (Chicago 37), with more than 1,000 NBC panel discussions to its credit, continues to make the texts of its broadcasts available in pamphlet form. These may be purchased at ten cents per issue or may be subscribed for at the rate of \$3 a year (52 issues). The subjects discussed are timely and invariably of enduring interest, as indicated by the titles for October and November, 1953:

*The Supreme Court* (Oct. 4), *Can There Be a Science of Human Behavior?* (Oct. 11), *Problems Facing France* (Oct. 18), *Is the United States Neglecting Land Reform in its Foreign Policy?* (Oct. 25), *Foreign Policy: Where Do We Stand?* (Nov. 1), *Judaism and Christianity* (Nov. 8), *Can India Avoid Communism?* (Nov. 15), *What Makes a Good Public School?* (Nov. 22), and *Spotlight on Africa* (Nov. 29).

### Foreign Affairs

The Foreign Policy Association, publishers of the *Headline Series* of pamphlets and the semi-monthly, eight-page *Foreign Policy Bulletin*, has a new address: 345 East 46th Street, New York 17. The most recent of the *Headline Series* we have received deals with the *Problems of East-West Settlement*, and has a five-part organization. Following an introduction by Vera Micheles Dean are three separate articles: "The Issues in Europe" by William W. Wade, "The Issues in the Far East" by Fred W. Riggs, and "The Economic Stakes" by Howard C. Gary. The concluding section, "Talking It Over," is a new feature in this series of pamphlets, and should be most helpful in organizing group or classroom discussions. This ten-page discussion guide poses significant questions and makes reference to selected articles, pamphlets, and films that throw light on various areas for discussion. *Problems of East-West Settlement*, as is customary with other pamphlets in this series, includes excellent maps and graphs that are well designed for the particular purpose for which they are used.

Milton S. Eisenhower's report to the President on *United States-Latin American Relations* (Department of State Publication 5290. U.S. Government Printing Office, Washington 25: 23 p. 1953. 15 cents) reviews Mr. Eisenhower's findings at the conclusion of his trip to ten South American countries as Special Ambassador. Although concerned with aspects of economic, military, political and cultural relations, the report focuses primarily upon economic factors and the highly

complex problem of promoting the fullest possible cooperation between the United States and its Latin American neighbors.

The American Jewish Committee (386 Fourth Ave., New York 16) has reprinted the introduction to Peter Meyer's *The Jews in the Soviet Satellites* and issues it as a separate pamphlet with the title, *Under the Soviet Heel: Destruction of Jewish Life in Eastern Europe* (1953. 46 p. 10 cents). Written for adult audiences, this pamphlet succinctly reviews the history of the Jews in Central Europe from the Middle Ages to the present, giving particular attention to the period between the two World Wars and to the pernicious policies of Communist-dominated satellite governments which, in somewhat different form, continue the brutal persecution of the Jews.

### Miscellaneous Materials

The Public Relations Department of the Esso Standard Oil Company (15 West 51st St., New York 19) has reprinted for classroom use Bernard De Voto's *The Louisiana Purchase* which originally appeared in *Collier's* magazine. The numerous full-color illustrations and maps are excellent and make a fitting accompaniment to De Voto's text which deals with the history and geography of the region. While the supply lasts, this free pamphlet may be ordered in classroom quantity by teachers writing on school letterheads; teachers are asked, however, not to give these booklets to students for personal use, but to retain them in classroom or school libraries for future use by other students.

Philatelists and others who can utilize postage stamps effectively for the teaching of American history may be interested in *Postage Stamps of the United States, 1847-1953* (U.S. Government Printing Office, Washington 25: 1953. 65 cents) which provides a comprehensive review of all United States postage stamps issued from the first adhesive stamp of 1847 to the anniversary stamp commemorating the 50th year of powered flight. Each stamp is illustrated; and included in the text is pertinent data not only on the stamps themselves, but also on the persons or events depicted on each stamp.

Those interested in economic education would do well to write the Joint Council on Economic Education (444 Madison Ave., New York 22) for their check list and order blank which describes numerous pamphlets being widely used with considerable success in elementary and secondary schools. Included in their publications which

range in price from 20 cents to \$1 are such items as: teachers guides to world trade, labor management relations, and money and credit; a guide to films; resource units on taxation, international trade, and farm problems; and mimeographed booklets on the construction and use of resource units, the problem-solving approach to teaching economics, and developing the economic competence of elementary school children.

For very inexpensive materials, write the Educational Research Bureau (1217 Thirteenth St., N.W., Washington 5) for descriptive literature on their 15-cent booklets and 5-cent bulletins. Their materials cover a wide variety of fields, but of interest to social studies teachers might be such titles as: *Story of the Calendar* (5 cents), *History of Great Inventions* (5 cents), *Political Parties* (5 cents), *Your Newspaper* (15 cents), *The Story of the Railroads* (15 cents), and *Making the U.S. Constitution* (15 cents).

*Some Facts About Juvenile Delinquency* (U. S. Government Printing Office, Washington 25, 1953. 16 p. 10 cents) organizes its material in the form of answers to seven basic questions on the extent of such delinquency, how young people get into trouble, what happens to them, available services, and the cost of juvenile delinquency.

Melbourne S. Applegate's *Understanding That Boy of Yours* (Public Affairs Press, 2153 Florida Ave., Washington 8: 1953. 52 p. \$1) is written to help parents whose children have come into conflict with the law. It is written by one who has many years of experience dealing with young delinquents and who makes this additional contribution to the readjustment of these young people to society.

Marian Scheifele's *The Gifted Child in the Regular Classroom* (Bureau of Publications, Teachers College, Columbia Univ., New York 27: 1953. 84 p. 95 cents) provides guidance in recognizing and dealing with the often-neglected gifted child in our schools.

Some of the worth-while pamphlet materials distributed by the Community Service Department of the American Jewish Committee (386 Fourth Ave., New York 16) are: *The People Take the Lead: a Record of Progress in Civil Rights, 1948 to 1953* (30 p. 10 cents); *Current Attacks on Public Education—a Fact Sheet* (rev. ed., single copy free); *Public Schools Must Be Secular* (single copy free); *FEPC—How It Works in Seven States* (single copy free); and *Medical School Quotas and National Health* (6 cents).

*Platform*, published monthly by the club and educational bureaus of *Newsweek* magazine (152

West 42nd St., New York 36), and distributed free to a limited number of educators (examination copies free, annual subscription \$2, single copies 25 cents), devoted its September, 1953, issue to *Censorship for the Mass Audience: a Protection or a Threat?* The subject of the October, 1953, issue was *Robot Machines and Men: Is a New Age in the Making?* Each of these deals with a highly significant problem or development in modern society and employs an effective organization and textual treatment to help clarify the basic issues and implications.

The latest *Catalogue of Publications About Britain* (British Information Services, 30 Rockefeller Plaza, New York 20) lists numerous books, pamphlets, films, filmstrips, and picture sets; many of the booklets are free, and many other titles can be obtained on free loan.

The New American Library of World Literature (501 Madison Ave., New York 22), which has heretofore published the Mentor and Signet series of inexpensive pocket books, announces a new series: Signet Key Books. Beginning in January, 1954, two titles per month are to be released, each selling for 25 cents (plus 5 cents postage). Signet Key Books, most of which will be written for original publication in this series, are non-fiction and will include titles that should interest social studies students and teachers. Certainly this will be true if future releases are as interesting and worth while as Louis Fischer's biography of *Gandhi: His Life and Message for the World* (1954. 192 p.).

The Women's Bureau of the U. S. Department of Labor has published an interesting little study on *The Status of Women in the United States, 1953* (Women's Bureau Bulletin 249, Dept. of Labor, Supt. of Documents, U. S. Government Printing Office, Washington 25: 1953. 26 p. 15 cents). Sections of this pamphlet deal with women in government, the status of employed women, professional opportunities for women, labor laws affecting women, and women in unions and other organizations.

*Mr. Congressman . . . His Moneybags and Watchdogs* (League of Women Voters of the U. S. 1026 17th St., N.W., Washington 6: 12 p. 15 cents) is a readable portrayal of the work of a Congressman who is intimately concerned with the federal budget, appropriations, and taxation. The problems and headaches of his task are realistically presented, along with hints that something should be done to improve procedures that are inefficient and may complicate an already difficult job.



# Sight and Sound in Social Studies

William H. Hartley

In the October issue of *Social Education* a subcommittee of the NCSS audio-visual committee presented in these columns a list of multi-sensory materials on the American Revolution. As an addenda to that list, Dr. William G. Tyrrell here furnishes reviews of a recently issued motion picture and a set of recordings. Because of the importance of these reviews, we publish them here in the space usually occupied by the "Film of the Month."—W. H. Hartley, editor.

## The American Revolution

*The American Revolution*, a 15-minute sound film in full color produced by Encyclopaedia Britannica Films, Wilmette, Illinois, brilliantly summarizes the main points of the subject.

Within the relatively short running time, high-points of the Revolutionary War are effectively presented. The opening portion touches on the background of the war. Major social and political events of the period also come to view. The chief scenes, however, are of the military conflict.

The camera surveys the actual sites that were turning points in the historic struggle, and the appearance of scattered places is conveniently integrated in the account. There is no attempt to recreate battle scenes; in fact, human action is kept to a minimum. By skillful use of the camera and by an excellent combination of live action, panoramas, closeups and animation, the film sets a lively pace. It is a pace that will sustain the interest of high school viewers but which does not move too rapidly for a clear-cut understanding of the material. The superb color also enhances the visual impact of the film.

Many ears, particularly those of New Yorkers, will be disturbed by the unusual pronunciation of Oriskany. Brief sequences of animated fire power are somewhat clumsily presented.

Teachers seeking a useful introduction or a soundly conceived review of the Revolution will welcome this motion picture. It will not make for a valid educational experience unless there is, before or after projection, some classroom teaching. Use of the film will greatly aid in furnishing a concrete and lasting understanding of the subject.

An audible interpretation of the War for Inde-

pendence is available in the Folkways (117 W. 46th St., N. Y. 36) long-playing recordings *Ballads of the Revolution, 1767-1781* (FP-5001). These musical selections sung by Wallace House recreate much of the dramatic atmosphere of the era. The music is historic, although not always contemporaneous, in origin. It deals with events, persons, and politics of the war and consists of music that represents both American and British points of view.

There is something in this program for students of all levels, from elementary through college years. The phraseology and the concepts make the material more useful in the upper years, however. Even on these levels, it may be necessary to repeat the playing.

Here is the musical presentation of ideas and action that constitutes a fresh and realistic contact with history. It should be a valuable device for achieving insight in those subjects and for understanding the opinions and attitudes expressed in the music.

W. G. TYRRELL

## Labor's Point of View

The November issue of *Social Education* was devoted to a special issue on "Economic Education" and this department was asked to review some of the recent audio-visual material in this area. After calling attention to many classroom films on economic topics, we cited the film *Deadline For Action* as giving labor's point of view concerning who influences Congress, and for the point of view of business we called attention to *Crossroads for America*. These are controversial films, and from our correspondence it becomes evident that the statement that *Deadline For Action* represents the point of view of labor is certainly wrong, probably as wrong as to say that *Crossroads for America* tells how business sees the situation. Each film represents the point of view of one group in labor and probably one group in business.

From Mark Starr, Educational Director of the International Ladies' Garment Workers Union comes a kindly but vigorous dissent to our selection of *Deadline for Action* as a representative labor film. He states in part, "Those of us who

have worked intensively in the field of movies know that *Deadline For Action* was made by Carl Margani and exaggerates the episodes, cases of violence, which marked the development of the trade unions in this country. It is looked upon as a film which exposes the class struggle Communist point of view . . . *Crossroads for America* . . . exaggerates the espionage and underground behaviour of Communist representatives. Strikes can take place as a justified protest against exploitation without the help of an undercover Communist agent. . . . There are a large number of films which do not present the extreme point of view in the films Mr. Hartley noted."

Our intention in noting these two films in the October issue was to cite two extreme points of view. That this was our intention, we obviously failed to make clear. It is also obvious that our listing needed to mention some labor films more representative of labor's view. Mr. Starr suggests that we call attention to a "film like *Local 100* which gives a much better picture to teachers and students of what goes on in industrial relations." We are glad to call attention to this film and suggest that anyone interested in a list of films on labor write to the International Garment Workers Union, 1710 Broadway, New York 19.

The topic of representative films on labor was further discussed by the NCSS Audio-Visual Committee at their January meeting in New York City. It was the consensus of those present that the film which they had found most useful for stimulating interest in a discussion of labor and unions is entitled *With These Hands* (Classic Pictures, Inc., 1560 Broadway, New York 19). This film tells of the progress made by labor during the twentieth century. Through the eyes of Alexander Brady we go back to 1910, see the conditions under which a sewing machine operator worked, trace his progress during the troublesome days of the 1920's and see how his union arose and became a force in the world of economics. We are glad to add this film to our list and to furnish a better rounded picture of "labor's point of view."

### Recent Motion Pictures

CIO Film Division, 718 Jackson Place, N. W. Washington 6, D. C.

*Clinton, a Political Story.* 13 minutes; rental, \$2. Tells the story of a housewife who failed to vote, but becomes interested in local government when she receives a notice of a possible rent increase. She learns about the organization and activities of the CIO-PAC in her neighborhood.

*Our Nation's Health.* 13 minutes; rental, \$2. Presents

the case for a national health insurance program. It shows what happens to one family hit by a sudden illness and illustrates the unfairness of our present medical system.

*You Can Do It.* 11 minutes; rental, \$2. A nonpartisan film produced by the UAW-CIO to stimulate interest in our various elections—local, state, and national. It emphasizes the problem of the Four I's—indifference, inconvenience, illness, and ignorance, which keep half of our population out of politics.

Coronet Films, Coronet Building, Chicago 1.

*Geography of The Middle Atlantic States.* 11 minutes; sale; color, \$100; black-and-white, \$50. Bustling cities, key industries, vast transportation networks, and a dense population are shown as some of the characteristics of the Middle Atlantic States. Carefully selected scenes capture the human geography of the complex, dynamic life in this region, which embraces the states of New York, New Jersey, Pennsylvania, Delaware, Maryland, and West Virginia.

*How Weather is Forecast.* 11 minutes; sale; color, \$100; black-and-white, \$50. This film shows the actual operation of a weather observation station and a weather forecasting station. By means of animation, a weather map is charted and its symbols explained. The instruments used in weather forecasting and their functions are discussed as are the various aspects of weather with which observers and forecasters are concerned. Mention is made of the importance of weather forecasting to people in different occupations and to those who inhabit flood areas.

*School Spirit and Sportsmanship.* 11 minutes; sale; color, \$100; black-and-white, \$50. When members of a high school basketball team plan retaliation against the members of a rival school, the question of school spirit and sportsmanship is raised. Both the principal of the school and the team's coach stress the fact that sportsmanship is not winning or losing the game, but playing a good game. The film shows that the action of individuals reflect upon the spirit of the entire school.

*The Story of Prehistoric Man.* 11 minutes; sale; color, \$100; black-and-white, \$50. A dramatic description of the life of prehistoric man, his probable appearance, his habitat, and his achievements. These are reconstructed from authentic evidence: tools and weapons, cave paintings, and the stone carvings and skeletal remains. The portraits of the Old and New Stone Ages are indicated and the geographical areas in which prehistoric man lived are mapped.

Sid Davis Productions, 3826 Cochran Ave., South, Los Angeles 56.

*The School Safety Committee.* 13½ minutes; sale, \$60. Shows how students operate safety committees and how members assist in preventing accidents in and around the school. Selected by the National Committee on Films for Safety as the best instructional safety film of 1953.

Pat Dowling Pictures, 1056 S. Robertson Blvd., Los Angeles 35.

*The Hawaiian Islands—The Chief Industries.* 10 minutes; sale; color, \$90. This film tells the most important facts about the leading products of Hawaii, cane sugar and pineapple. It includes scenes of planting, irrigation, cultivation, weed control, harvesting and shipping of both products.

*The Hawaiian Islands—Their Origin and Nature Today.*

10 minutes; color; sale, \$90. Pictures and color drawings show how the Hawaiian Islands were formed by volcanic action. Spectacular scenes of a recent eruption of Mauna Loa Volcano are included. The film then shows how, through the action of rain, wind, and ocean, the islands have been transformed during centuries of time into regions covered with tropical vegetation.

United World Films, Inc., 1445 Park Ave., New York 29.

*The British Monarchy.* 22 minutes; sale, \$90. Traces 1100 years of British history by following the line of sovereigns from Egbert to Elizabeth II. The role of Parliament and the gradual increase of its powers are stressed as a counterbalance to the authority of the kings and queens. Newsreel footage shows events of public duty in the lives of George VI and Elizabeth II. The film ends with the Coronation ceremony and the Queen's Dedication to Service speech.

University of Minnesota, Audio-Visual Education Service, Westbrook Hall, Minneapolis 14.

*Youth and the U.N.* 25 minutes; sale, \$115. This film tells the story of a group of boys and girls, chosen from high schools in nearly every state in the union, searching out their own answers to problems concerning the United Nations during a week of study at the United Nations headquarters in New York City. Sponsored each summer by the International Odd Fellows Organization, these "pilgrimages" bring youth in contact with new ideas, people from distant lands, students, diplomats, statesmen, U.N. staff members, and the sights of New York City. Your reviewer thoroughly enjoyed this film as an account of an educational bus tour, and as an example of the way in which young people may be brought into direct contact with national and international affairs.

Young America Films, Inc., 18 East 41st St., New York 17.

*Paris.* 10 minutes; sale, \$50. Provides an interesting introduction to France's best-known city, giving a feeling of the city and the people who live and work in it. We visit the Louvre, Rue de la Paix, Place de la Concorde, Arch of Triumph, Notre Dame Cathedral, Madeline Church, and other famous spots.

### Filmstrips

Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.

*Prehistoric Life Series.* Set of six filmstrips; sale, \$36. Produced in collaboration with the American Museum of Natural History (New York) and the Peabody Museum of Natural History (Yale University). Especially designed for the upper grades and junior high school. Titles are: "Discovering Fossils," "The Story Fossils Tell," "The Coming of Reptiles," "The Rise of the Dinosaurs," "Triumph of the Dinosaurs," and "Age of Mammals."

Pat Dowling Pictures, 1056 S. Robertson Blvd., Los Angeles 35.

*Early American Series.* Set of 3 filmstrips; sale, \$8. Titles are "Indian Corn," "Indian Tools," and "The Pioneer Fire Room."

*Early Western Series.* Set of 3 filmstrips; sale, \$8. "Gold Prospecting," "Gold Mining," "Hide Curing."

*Hawaiian Islands Series.* Set of 3 filmstrips; sale, \$8. "Volcanos Origin and Growth," "The People of Hawaii," "Sugar Cane—The Main Industry."

*Ocean Freighter Series.* Set of 2 filmstrips; sale, \$5.50. "The Ocean Freighter," "Operating a Freighter at Sea."

*Water and Soil Series.* Set of 4 filmstrips; sale, \$10.50. "How Trees Grow," "Trees—The Oldest and Largest Living Things," "Why Trees are Important," "Growing Trees for Tomorrow."

Young America Films, Inc., 18 East 41st St., New York 17.

*Early American History Series.* 11 color filmstrips; sale, \$59.50. A carefully organized series consisting of 450 original full-color illustrations and maps telling the story of America's early history in a compelling fashion. Scripts for the filmstrips were developed under the guidance of a committee consisting of a curriculum supervisor, an historian, an A-V supervisor, and three classroom teachers. Titles are: "Before the White Man," "America is Discovered," "Spanish Explorers," "France in the New World," "Southern Colonies," "Middle Colonies," "Struggle for a New Continent," "Causes of the Revolution," "War For Independence," and "A New Nation."

### Television Notes

Any locality contemplating entry into the field of educational television would do well to contact the National Citizens Committee for Educational Television, Ring Building, Washington 6, D. C. Any teacher interested in what is going on in educational TV will find their monthly news bulletin highly informative. It is sent to interested educators free of charge.

The Greater Washington (D.C.) Educational Television Association, Inc. has applied for a construction permit to build an UHF station to broadcast educational programs from the nation's capital. A public fund-raising campaign will be undertaken in the spring.

The State Historical and Museum Commission of Harrisburg, Pennsylvania has offered to advise and help school districts throughout the Keystone state in putting on historical TV programs over local stations.

Boston is now in the midst of a drive to raise \$453,000 to put its educational television station in operation. Dr. Claude M. Fuess, former headmaster of Phillips Andover Academy is heading the campaign.

One of the most deservedly popular TV programs on the air today is the CBS feature "You Are There." Watching this program makes one a privileged spectator at some great instant in history. On the basis of thorough rehearsal, the program presents the event as though it were being televised as it happens. To add to the interest of classroom discussions of these events, the Prudential Insurance Company (Box 36, New-

ark, N. J.) offers a "Teaching Aid" proposed by De Witt D. Wise of Columbia University. Suggested activities and bibliography are included in each issue. Future programs will deal with such subjects as "The Ordeal of Tom Paine," "The Surrender of Burgoyne," "The Scopes Trial," "The Opening of King Tut's Tomb," and "The Trial of John Peter Zenger." Copies of the "Teaching Aid" will be sent free for each program.

### Free and Inexpensive Materials

For a 16-page booklet of color illustrations to show how coal is mined, write to the Education Department, Bituminous Coal Institute, Southern Building, Washington 5, D. C. Ask for "The Genie Story."

For junior and senior high school students studying about the American system of competitive enterprise, we can recommend "Johnson Makes the Team," a 32-page, 4-color cartoon booklet available from the B. F. Goodrich Co., Public Relations Department, Akron, Ohio.

"Man-Made Miracle" is another picture book, this one dealing with the history and growth of Rayon. Copies are free from the American Viscose Company, Box 864 GPO, New York 1, New York.

The Association for Supervision and Curriculum Development (N.E.A., 1201 Sixteenth St., N.W., Washington 6, D. C.) has prepared a booklet entitled "Using Free Materials in the Classroom." This guide gives a point of view concerning the use of such materials, tells where to obtain them, and discusses techniques for their most efficient utilization. Copies of the booklet are 75 cents each.

### Recordings

A new departure in the record field is a comprehensive and integrated presentation of American government and politics recently issued by Audio Classroom Services, 323 South Franklin St., Chicago 6. The *American Government* set consists of three long-playing records containing dramatizations of the work of the three branches of government. Especially worthy of mention is the re-enactment of the events of 1952 which culminated in the celebrated Steel Case before the Supreme Court. Another stimulating dramatization which is bound to interest junior and senior high school students is entitled "What Makes a Legislator?" and deals with the search for the perfect congressman. The second set, *Citizens in Action*, consists of two long-playing

records and contains seven productions. "What Is Politics?" presents a humorous enactment of the everyday meaning of politics. Other dramatizations present the work of political organizations and the place of the voter in politics. A Teacher's Guidebook accompanies each set of records. Prices are \$18.50 for the set of three records, and \$12.50 for the set of two records.

Two excellent records on the Revolutionary War are available from Folkway Records and Service Corporation, 117 West 46th St., New York 36. The first, *Ballads of the Revolution, 1767-1775*, is a 10-inch long-play record (33 $\frac{1}{3}$  rpm) which sells for \$4.45. Included are the following songs as sung by Wallace House: "The World Turned Upside Down," "The Liberty Song," "Free America," "What Court Hath Old England," "Maryland Resolves," "Yankee Doodle," "How Happy The Soldier," "Death of Warren," "The Pennsylvania Song," "Bunker Hill," "Banks of Dee." The second record, of similar size and speed, is called *Ballads of the Revolution, 1776-1781* and features "The Dying Sergeant," "The British Light Infantry," "Chester," "The Toast," "The Yankee Man of War," "Mad Anthony Wayne," "Sergeant Change," "Cornwallis Burgoyne." This record also sells for \$4.45. A 28-page illustrated booklet of the background of the songs and the history is included with each record.

### Helpful Articles

- Adams, K. M. "Tape Recording As a Teaching Aid." *The Journal of Teacher Education*. IV: 288-291, December 1953. Discusses the sources of tape recorded material and the uses to which such material may be put.
- Best, Camilla. "A-V Aids Are Fundamental in Social Studies." *Instructor* LXIII: 35-36; January 1954. A review of the variety of materials available in the teaching of elementary school social studies.
- Breinholt, Verna. "A County Makes a Motion Picture." *California Journal of Elementary Education* 22: 45-47; August 1953. Deals with the conception, production and use of a film showing the work of the public school.
- Cypher, I. F. "Instructional Materials for Instructional Needs." *Instructor* LXIII: 13-14; January 1954. Some guideposts to be followed in the selection and use of audio-visual material.
- Fogler, Sigmund. "Progress Report on TV." *The Elementary School Journal* 53: 513-516; May 1953. The need for guidance in the use of TV as a leisure time activity.
- Gode, Marguerite. "Picture the Story." *American Childhood*. 39: 27; September 1953. Directions for making and using a flannel board in the primary grades.
- Holub, Rose A. "Introducing Maps in the Fourth Grade." *The Journal of Geography* LII: 374; December 1953. How maps may be introduced in an enjoyable fashion.
- Lynn, Don W. "ABC's of Commercial TV For Educators." *Educational Screen* XXXIII: 20-21; January 1954. How to make programs easiest to do, better to view.



# Book Reviews

A HISTORY OF THE MIDDLE AGES, 1284-1500. By Sidney Painter. New York: Alfred A. Knopf, 1953. ix + 497. \$5.50.

Professor Sidney Painter, Chairman of the Department of History at The Johns Hopkins University, has presented in his latest work a remarkably lucid and interesting survey of Europe in the Middle Ages. The narrative covers the period from the accession of the Emperor Diocletian in 284 A.D. to the year 1500. Emphasis is placed on the tenth, eleventh, twelfth, and thirteenth centuries because these four centuries constitute the core of medieval Europe. The last chapter is a masterly summary of medieval civilization with attention given to philosophy, science, political and legal theory, literature, historiography, art, architecture, and education. Ten genealogical tables, seven pages of critical bibliography, and a serviceable index conclude this study.

The extensive researches made by Professor Painter in medieval studies have enabled him at various points to present fresh interpretations of old events, and his book throughout takes cognizance of the most recent scholarship. Skillful organization of the material enables the reader to gain a clear view of the major trends and developments. Detailed facts are definitely subordinated to the leading themes. Thirteen maps, prepared by Theodore R. Miller, six full page illustrations, and a clear and readable type enhance the value of this volume. The attractive format, the pleasing style, and the up-to-date scholarship of Painter's book should win for it many adoptions.

BERNARD C. WEBER

University of Alabama

EUROPE IN OUR TIME: 1914 TO THE PRESENT. Revised Edition. By Robert Ergang. Boston: D. C. Heath and Company, 1953. xvi + 887 pp. \$6.00.

Mr. Ergang evidently has a consistent viewpoint on the writing of texts. This revised edition has the same features, good and bad, as the original edition, which appeared five years ago and was reviewed in *Social Education* (February, 1949). Or perhaps the author deliberately avoided a change so as not to have a hiatus between the

original three-quarters of the book and the additional quarter, divided into eleven chapters. No change, except in the bibliographies, has been made in the first twenty chapters. The original edition took the reader to November, 1947; the revised one carries the story to October, 1952.

Once again, the index is inadequate, but the annotated selective bibliography is excellent. There is a good balance of topics. The subject matter of the maps is well-chosen, but unfortunately no new maps or illustrations have been included. Teachers will find the quotations by those who made history and from contemporary magazine articles helpful. The style is good, and the vocabulary such that high school students will have no trouble comprehending it.

As in the first three-quarters of the book, the new section leaves the reader in no doubt as to where the author stands. He severely criticizes Franklin D. Roosevelt's handling of preliminary postwar settlements, and he is less than enthusiastic about Churchill. He is opposed to all forms of dictatorship; it is refreshing to find an author who does not play down the bad features of the Nazis, or of Tito or Franco, merely because the Germans, Yugoslavs, and Spaniards might be useful to us against Russia. On the other hand, the effect of the climate of opinion is visible in omission of any mention of Yamashita's trial (it was in the first edition) or of the role played by the French communists in the resistance movement. The author also feels that the French should have given up their empire and yielded to the demands of nationalism.

The book is very good on the expansion of Russian control over eastern Europe, but it is surprising that no mention is made by name of the peasant leaders of Poland or Hungary. Ergang has described very well the economic developments in the various countries, but discussion of cultural developments is again limited to the dictatorships and minor countries. Although the index refers to the "Nuremberg trials," there is no indication in the narrative that the war-crimes trials were held there. There is perhaps more oversimplification than is necessary even in a text, and also some needless repetition. Sometimes the statistics cited do not tell the whole story or leave a faulty impression. Occasionally items are mentioned for the first

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time without any explanation, even though they require some.

Although designed primarily as a college text, it will be a useful high-school reference.

ROBERT B. HOLTMAN

Louisiana State University

AFRICA, A STUDY IN TROPICAL DEVELOPMENT. By L. Dudley Stamp. New York: John Wiley and Sons, 1953. vii + 568 p. \$8.50.

*Ex Africa semper aliquid novi.* To quote part of Dr. Stamp's own words from the preface, "... what I have tried to do in this book is quite dispassionately and objectively—and I hope with the complete elimination of any racial or political bias—to look at the continent of Africa: to consider its geographical background as an environment for human activity and to study the responses which have been evoked from its African inhabitants and those who, in the last few centuries, have penetrated its fastnesses and molded its fortunes." This he has done with clarity and feeling. He has included historical background for the purpose of a greater understanding of the peoples of the various regions and their responses

to them. He has included the distribution of insects only as they affect mankind for he states that, "... the tsetse fly, the carrier of the germs of sleeping sickness in human beings and nagana in domestic animals is still the real ruler in Africa." The book is divided into 3 parts. In the African Continent, a generalized survey is made which includes land-grabbing by the European nations and also the physical nature of the continent. Even though Africa lies between 35° North and 35° South of the equator and has an average temperature over 42° F., the key to the whole of Africa's development is control of water. The Brooks and Mirrlees study of atmospheric circulation over tropical Africa is used as a basis of discussion of climates. Stamp, like many other geographers, is keenly aware of the malignancy of soil erosion for he thinks it is serious enough to threaten the very extinction of mankind. This is especially significant when one stops to consider that at least 90 percent of all Africans derive their sustenance directly from the land and its products.

In part 2, the book deals with the countries and regions of Africa in which the generalizations made in part 1 are applied. Part 3 is en-

titled: *Africa Today*. Here the author focuses attention on the important contemporary changes taking place in Africa. These are social, economical, and political and their consequences are far-reaching. Methods of transportation have changed to the extent that bicycles, automobiles, and airplanes are the rule rather than the exception and only in isolated backward areas is the elephant and the woman used as beasts of burden. In many village shops one can find imported soaps and patent medicines alongside of dried roots and bones dispensed by the witchdoctor. This is a welcome textbook of a region not previously written about to any great degree. It is profusely illustrated by the author and others. Many maps especially drawn are included. However, if this book does not become popular with the college student it will be due to its cost which is a bit exorbitant to ask students to pay. Truly out of Africa something new always comes.

JAMES K. ANTHONY

Southern University  
Baton Rouge, Louisiana

SOVIET CIVILIZATION. By Corliss Lamont. New York: Philosophical Library, 1953. 433 p. \$5.00.

THE SOVIET IMPACT ON SOCIETY. By Dagobert Runes. New York: Philosophical Library, 1953. 202 p. \$3.75.

CAN RUSSIA SURVIVE? By F. B. Czarnomski. New York: Philosophical Library, 1953. 128 p. \$2.75.

#### RUSSIA—HEAVEN OR HELL?

Soviet Russia, says Corliss Lamont in a recent volume, "is neither a heaven nor hell." His comments, however, belie this statement, for he definitely puts Russia "this side of heaven." Two other commentators on Russia, F. B. Czarnomski and Dagobert Runes, on the other hand, in no uncertain terms give that country a place on the "far side of paradise."

All three writers illustrate the impossibility of an "objective" stand on so vital an issue as Russia. Messrs. Czarnomski and Runes are frank in the antagonistic views, and both make little claim to a thorough or "scientific" study. Dr. Lamont, while displaying all the paraphernalia of objectivity, virtually colors his entire account by an admission that "the basic principles of Marxism are internationally relevant and applicable." Save for a few remarks about aggressions or injustice against Finland and North Korea (notice, not Russia) against South Korea, about "unnecessarily harsh measures" taken to perpetuate the Soviet regime, and some regrets that the dictator-

ship has become tighter, Dr. Lamont's conclusions regarding Russia's domestic and foreign policy would meet the approval of any Communist sympathizer.

Many of his facts can easily be challenged. One statement particularly stands out: Anti-semitism has "almost entirely disappeared" in Russia. (Runes, on the contrary, calls Birobidzhan "the World's Largest Ghetto.")

Lamont's conclusions are, to put it mildly, startling to any believer in democracy: a one-party system does not necessarily prevent true democracy. Russia is a mixed government with a "dictatorship cojoined with strong and growing elements of democracy." (!)

Repeatedly he equates our violations and exceptions to civil liberties with customary Russian practices, forgetting that in their case it is discrimination, and not liberty, which is fixed by law. An interesting illustration of this type of thinking is comparison of single party slate voting in Russia with a single slate system in Leonia, New Jersey (pop. 7,000).

Mr. Czarnomski's book, *Can Russia Survive?*, makes no attempt at a dispassionate study. Originally written four years ago, the author holds to the thesis that "life behind the iron curtain is slowly but surely going out." Russia is bluff, indescribable want, and exhausted manpower. Whether or not his picture, in this totality, reflects the will to believe is, of course, the question. "Know your enemy" still means find out, don't assume. If that enemy has some strong points, for your own safety don't deny them. On the credit side, the Czarnomski book is, despite some scholarly shortcomings, a good, quick survey of the "facts and figures of Soviet reality," depicting man's inhumanity to man.

Unchanged, though originally written fifteen years ago, *The Soviet Impact on Society* by Dagobert Runes is still worthwhile. This "recollection" readily falls into four parts: theory, conditions of the Soviet people, and international and local communist conspiracies.

Russia rather than the democracies, Dr. Runes points out, is the country *par excellence* where the evils described and predicted by Marx apply. Here the theory of surplus value is practiced. Here the working and middle classes are enslaved and the farmers turned into proletarians.

Section Two documents the Soviet cult of the machine with the corresponding philosophy for human beings. The last two sections describe international communism and its use to Russia, and stresses the need of a country, including our

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own, to protect itself against Communist followers whose loyalty must be to a foreign power.

For its many-sided approach, its vigorous democratic point of view, and its general soundness, the Runes book is easily the best of the trio under review.

ALBERT ALEXANDER

Brooklyn (N.Y.) Technical High School

INTERNATIONALES JAHRBUCH FÜR GESCHICHTSUNTERRICHT, Band II. Albert Limbach Verlag. Braunschweig, Germany, 1953. 404 p. \$1.50 (Post Free).

One of the most hopeful omens for the improvement of international understanding is to be found in efforts to bring together the writers of history textbooks from different countries so that common agreements may be reached in regard to the presentation of issues and interpretations that might otherwise lead to misunderstanding. American teachers and textbook writers should know more about this work which centers in Braunschweig, Germany, and already has a record of three years of positive accomplishments, thanks to the zeal of Professor Georg Eckert of the Kanthochschule, Braunschweig, and the co-

operation of the German and Bavarian Teachers' Associations and other agencies. For the past three years, the National Council for the Social Studies has had a committee cooperating with Professor Eckert's organization in the review of history textbooks. Our High Commissioner's office in Germany has been most sympathetic and has assisted with funds. Our own Professor Robert LaFollette worked closely with Dr. Eckert during his two years in Germany. His article on "History Textbooks and International Understandings" in the *Historical Outlook* for May, 1953, describes in detail the projects emanating from Braunschweig, with special reference to the Braunschweig Workshop of May 12-23, 1952.

The *Jahrbuch* which is the subject for this review is remarkable for many reasons. There are complete reports of the conversations in Mainz between French and German textbook writers, and between Danes and Germans, as well as the proceedings of the German-American workshop mentioned above. The French and Germans arrived at substantial agreement on forty statements of highly controversial matters relating to the history of Franco-German relations since 1871. As these common interpretations find their way into the textbooks of the two countries,



much will have been accomplished to erase the old misunderstandings which have kept the two nations apart for so many years. Similar conversations are reported between Danish and German colleagues on the interpretation of the history of the Schleswig-Holstein question. There is also a report of the proceedings of the Unesco Seminar in Sèvres, as well as notes on projected conferences with historians from Belgium, England, Italy, Greece, Yugoslavia, and other correspondence and conferences planned for the future. One should examine the *Jahrbuch* in order to have full appreciation of the magnitude of the program.

For Americans, perhaps the most significant pages deal with the German-American Workshop mentioned above. Americans had reviewed a number of recent German history textbooks; Germans had reviewed American texts. The reviews were discussed and two sets of recommendations were submitted. The approaches of the two groups of reviewers are interesting and of course different. The German reviews are much more detailed than the American, with proper attention to the minutiae of scholarship. The American reviewers seemed to have been rather more concerned with the place and purposes of historical instruction in the schools. Of course, this generalization can not do justice to the excellence of the reviews and the painstaking care devoted to them. Only one or two additional comments are possible here. The Germans point out the tendency of American texts to treat American history apart from its setting in world history, and naturally they are not altogether satisfied with the relatively small amount of space allotted to German history. We have not yet solved the problem of balance and selection in our world history texts. Nor is our treatment of cultural and intellectual history altogether satisfactory.

One can hardly do justice to such an important volume in a brief review. It should be consulted in detail by everyone who is writing a textbook in any historical field for any level. A widespread dissemination of its findings and recommendations can do much to promote better international understanding through education. Several languages are used, principally English, German, and French, so that knowledge of more than one language is most certainly not a prerequisite for its use.

BURR W. PHILLIPS

University of Wisconsin

RUSSIA: A HISTORY AND AN INTERPRETATION. In two volumes. By Michael T. Florinsky. New York: The Macmillan Company, 1953. viii + 1511 + lxxvi p. \$15.00.

In these two volumes Professor Florinsky, a Columbia University economist who has written extensively on Soviet affairs, has produced the outstanding English-language work on the history of Russia. It will make an admirable text, while at the same time, its clarity, maturity, and moments of dramatic force give it compelling interest for the general reader, both academic and non-academic.

A distinctive feature of Professor Florinsky's history is his critically detached approach to historical problems, which he presents as such and not as matters of presumed fact; when appropriate, he cites the views of various Russian historians, of whose work he has an enviable grasp. Of philosophies of history he is skeptical, and he strives in particular to debunk the heroic myths fostered by the specious claims of national interest and destiny; down comes the towering idol that was the image of Peter I, self-styled the "Great." To the deeds and misdeeds of the tsars Professor Florinsky applies an unusual canon of historical judgment—humanity. There emerges a remarkable sense of the vast human cost and ultimate futility of most of the renowned exploits that fill the pages of history.

There are in these volumes no more errors and editorial lapses than any work of this scope is bound to suffer. More serious is the problem of organization and balance; Professor Florinsky's second volume is inclined to be excessively broken up topically, and occasionally the detail is burdensome. While certain areas, particularly economic history and the development of political institutions, are excellently handled, with a vivid sense of social evolution, the treatment of intellectual developments is sketchy; ideas tend to be obscured by catalogues of names. Intellectual history remains a weak area in the study of Russia.

Despite Professor Florinsky's fruitfully positivist approach, the record of the Russian past forces a pattern to emerge on his pages. The scheme is simple: the core of Russian history is the principle of autocracy, unfolding triumphantly despite the vicissitudes of events and the incompetence of individual autocrats. There ceases to be any power aside from the absolute state; all social classes, even the highest, are equally subject to its dictates. "Slavery everywhere," the historian Waliszewski has termed it.

Violence and compulsion are the habitual recourses of the state when difficulties confront it; forced confessions and the plot paranoia have a long Russian ancestry. Russia has in fact been but a semi-civilized nation, whose social order is based, in Professor Florinsky's words, on "that deeply rooted tradition of passive submission which, while not incompatible with sporadic violent outbreaks, invariably forces the rebellious slaves to resume the hated yoke."

Professor Florinsky stands close to the pre-eminent "statist" school of pre-revolutionary Russian historians. The state emerges as the key force in Russian history, capable of transcending the manifold economic and social conditions which Western social thinkers have rightly recognized as having decisive importance—for the West. Western theories of historical determinism, Marxism not excepted, break down when applied to Russia, where the activities of governments and rulers continue to be more decisive. Soviet Russia has developed in the classic Russian fashion, with an all-powerful state employing violence and compulsion to accomplish its objectives. Communist theory itself has been brought into line with Russian tradition: despite the retention of revolutionary labels, the substance of Marxian determinism has been cast aside in favor of stressing the permanently decisive role of leadership and the state. Such, whatever superficial alterations the future may bring, is the likely prospect for Russia.

ROBERT V. DANIELS

Indiana University

THE WORLDLY PHILOSOPHERS: THE LIVES, TIMES AND IDEAS OF THE GREAT ECONOMIC THINKERS. By Robert L. Heilbroner. New York: Simon and Schuster, 1953. 342 p. \$5.00.

Before Mr. Heilbroner wrote this lucid and interesting book there was no history of economic ideas for the general reader. The several scholarly works in standard usage by specialists in the field have been far too technical for the average reader or for use in secondary schools. No doubt, many persons with a general interest in the subject have attempted to read them and have concluded with Carlyle that this discipline must indeed be a "dismal science." Therefore, Mr. Heilbroner's book has come near to being a "best seller" and fulfills a real need.

Mr. Heilbroner tells the interesting, challenging, and vital history of the development of ideas which have been coterminous with the develop-

ment of the capitalist system of production from Adam Smith through the moderns, Keynes and Schumpeter. He humanizes the history of these ideas by his character portrayals and anecdotes of the great economists in a way rarely accomplished and in a superb style. He shows how the ideas were related to the problems of the times. Thus, the reader sees Adam Smith, that kindly Scotsman, the prophet of a self-regulating society and a free market, constructing a rationale for the fast-developing system of competitive capitalism; the illuminating and seminal minds of Malthus and Ricardo as they discussed the pitfalls of the system; Marx with his poverty, caruncles, pessimism, and prophecies of continuous decay of the system and eventual doom for the masses; Keynes, the great teacher and financial expert, who made a personal fortune through thirty minutes study of the newspaper every day at the same time that he was studying the great inter-war economic breakdown.

Men's ideas reflect the problems of their times; hence the story which is told is an account of the ups and downs of capitalism. In the first chapter Mr. Heilbroner takes his perspective and in so doing shows that capitalism is a system peculiar to western society. Once developed, it needed economists to explain it. There were two traditional methods of solving the problem of survival: "custom and usage: son follows father and a pattern is preserved. . . . Or society can solve the problem differently. It can use the whip of central authoritarian rule to see that its tasks get done." But the development of economics awaited a third solution: "It waited upon the development of an astonishing game in which society assured its own continuance by allowing each individual to do exactly as he saw fit provided he followed a central guiding rule. The game was called the 'market system' and the rule was deceptively simple: each shall do what is to his best monetary advantage."

And this is what the whole problem of economics is about. But it remained a western idea; it is not the dominant system of organizing men's economic activities. On the contrary—if we judge by nose counting—it is something of a rarity, and almost an antique rarity at that. Large sections of the world have turned their backs on capitalism, others have adopted strange amalgams. "Although we produce half the world's goods, we number but eight per cent of its population, and if American capitalism should falter there is no one to whom it can look for support." Mr. Heilbroner then shows that the problem facing capi-

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talism today is not so much a technical one as it is a political one. This analysis, which calls upon the great contribution of the late Joseph Schumpeter, is excellent.

In producing a relatively short book, the author has made a selection for the reader, and he has chosen well. However, the specialist will object to his not including chapters on the great neo-classicists who contributed so much in perfecting the system of thought and teaching the world its economics. For example, no chapters or serious discussion is given to the great Alfred Marshall, Stanley Jevons, J. B. Clark or the great Austrian economists.

It is also regrettable that the author decided to dispense with footnotes. These could have been most helpful to both teachers and students who will find this book indispensable for general reading. However, "A Guide for Further Reading" has been appended, and will be useful.

Finally, it must be said that the book Mr. Heilbroner has produced should challenge many persons, including students getting their first taste of the field, to dig deeper. When this can be said of any book, it is a significant work.

RALPH B. PRICE

Institute of International Education

## Publications Received

- Association of Casualty and Survey Companies. *Man and The Motor Car* (4th ed). New York: Prentice-Hall, Inc., 1953. xv + 318 p. \$1.60.
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